

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Working Meeting - January 25, 2021 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. **ROLL CALL/CALL TO ORDER**
 - A. **Finance and Business**
 1. Facilities Update
 - B. **Teaching and Learning Reports**
 1. Learning Model & COVID Update

2

Wayzata Public Schools

January 25, 2021

School Board Work Session Update

Learning Model and Pandemic Update

Chace B. Anderson, Superintendent

And Other District Leaders



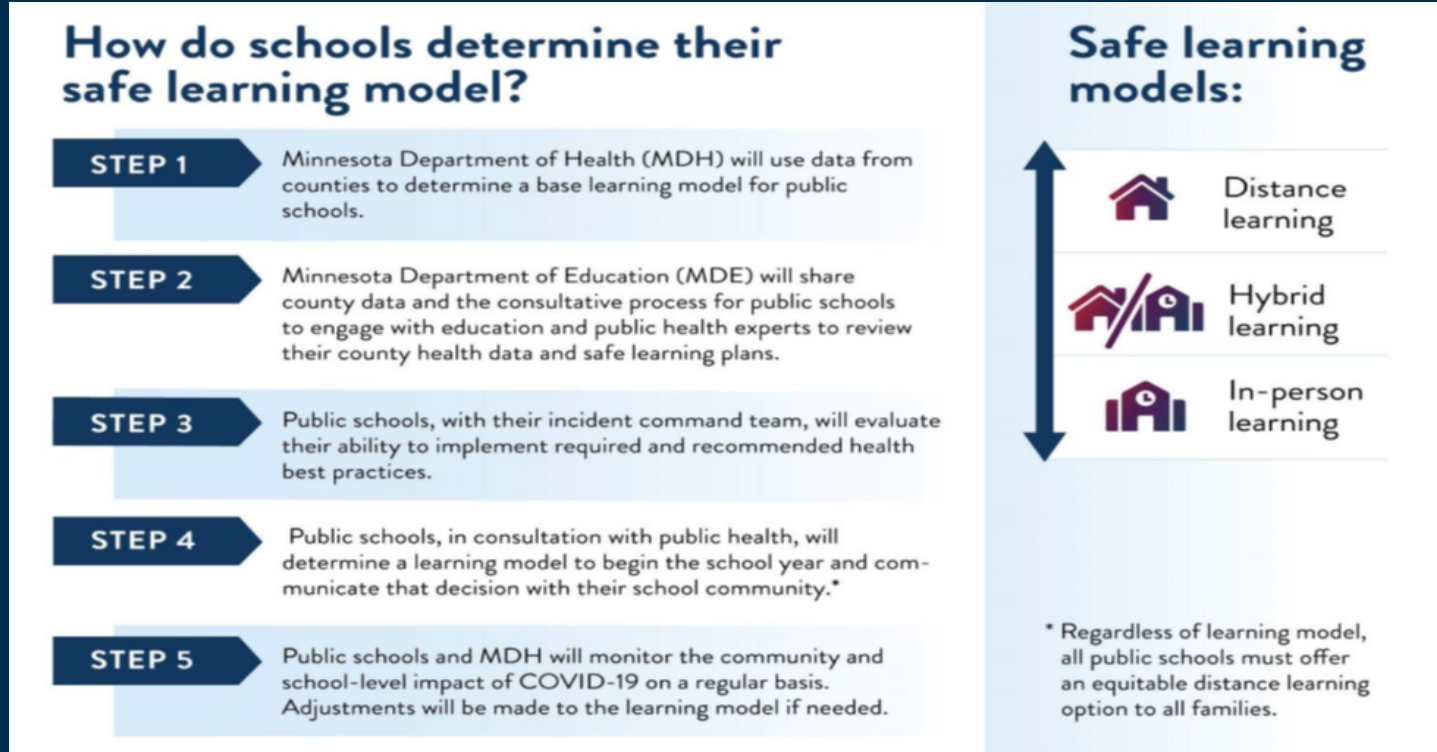
Excellence. For each and every student.

COVID-19

Determining and Revising the Learning Model

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.”



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COVID-19

MDH General Parameters

Level	# of Cases	Learning Model based on MDH Parameters
1	0-9	In-person learning for all students
2	10-19	In-person learning for elementary students Hybrid learning for secondary students
3	20-29	Hybrid learning for all students
4	30-49	Hybrid learning for elementary students Distance learning for secondary students
5	50+	Distance learning for all students



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Wayzata Public Schools Regional Support Teams

The Regional Support Teams include specialists from the Minnesota Department of Education (MDE), the Minnesota Department of Health (MDH), and a regional coordinator from each service cooperative (Metro ECSU). They will provide support in three main areas:


- Responding to questions regarding positive cases and close contacts,
- Helping districts transition learning models, and
- Covid-19 testing.



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COVID-19 Hennepin County 14 Day Running Total

Most recent data for dates: December 27, 2020 through January 9, 2021

Hennepin County COVID-19 Data (14 Day Running Total)											
Date of data presentation from MDH:	11/19/2020	11/27/2020	12/3/2020	12/10/2020	12/17/2020	12/24/2020	12/31/2020	1/7/2021	1/14/2021	1/21/2021	Trend Line
Date Range for this 14 Day Data:	10/25-11/7	11/1-11/14	11/8-11/21	11/15-11/28	11/22-12/5	11/29-12/12	12/6-12/19	12/13-12/26	12/20-1/2	12/27-1/9	
Hennepin County Parameter Number	93.35	130.23	136.36	118.27	107.19	90.61	59.41	39.92	35.00	40.99	
Hennepin County Points	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.49	1.92	1.43	
5 Wks In Less Restrictive Parameter	No	No	No	No	No	No	No	No	No	No	
3 Wks In MidRge Less Rest. Parameter	No	No	No	No	No	No	No	No	No	No	

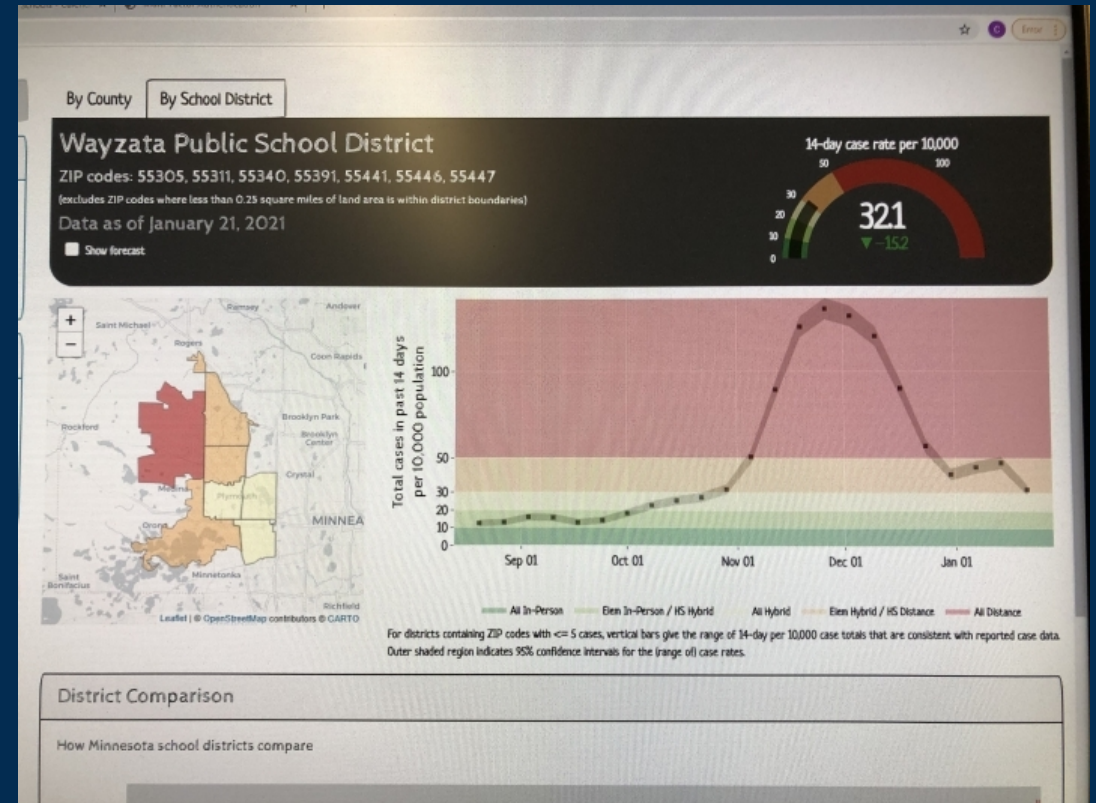
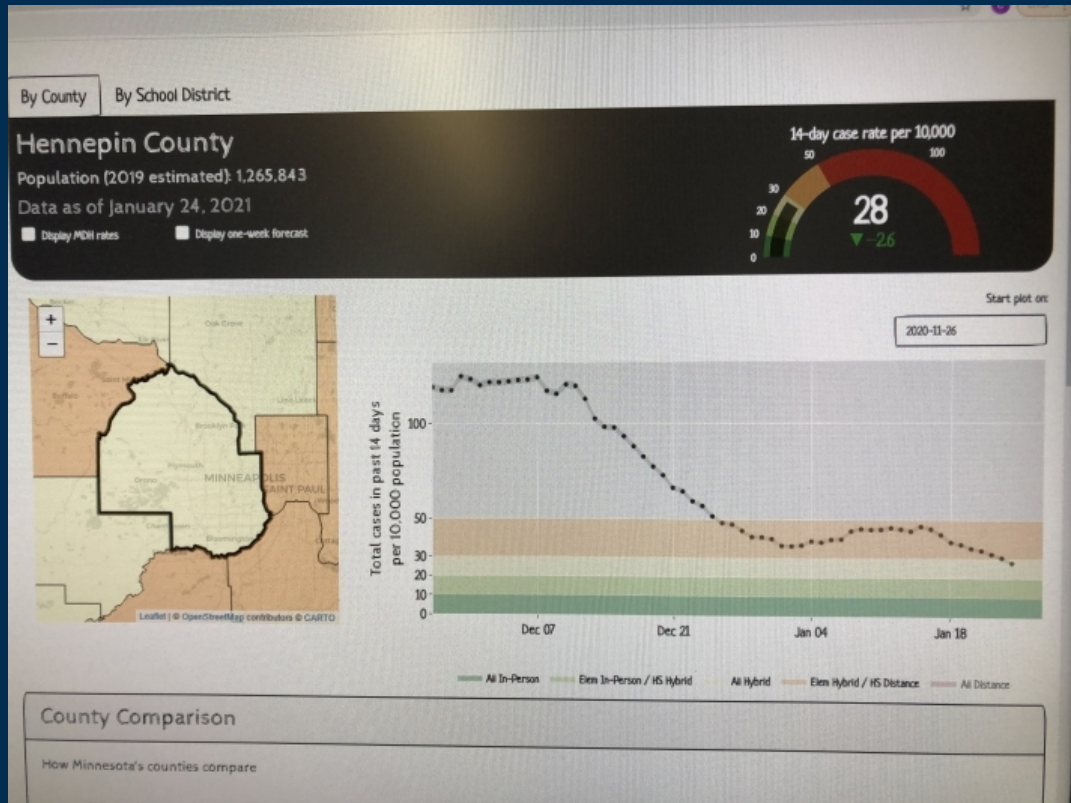


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COVID-19 Hennepin County and WPS 14 Day Running Total-U of MN Wolfson Model

Hennepin County 1-24-21 (28)

School District 1-21-21 (32.1)



COVID-19

Hennepin County Selected Cities

14 Day Running Total

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	11/19/2020	11/24/2020	11/30/2020	12/8/2020	12/15/2020	12/22/2020	12/29/2020	1/5/2021	1/12/2021	1/19/2021	Trend Line
Date Range:	10/27-11/9	11/3-11/16	11/10-11/23	11/17-11/30	11/24-12/7	12/1-12/14	12/1-12/14	12/8-12/21	12/15-12/28	12/22-1/4	
Maple Grove	114.80	142.70	147.20	136.30	109.00	80.50	53.20	37.10	35.40	41.70	
Minnetonka	80.70	105.80	99.70	94.60	82.60	66.40	45.30	30.60	28.90	28.70	
Plymouth	88.50	123.00	128.70	114.00	96.00	72.10	44.90	32.00	34.30	39.10	
*Other NW Suburban in Hennepin County	103.30	136.40	128.00	104.60	87.50	74.50	50.20	33.00	30.80	27.50	
**Other W/S Suburban in Hennepin County	117.90	156.70	146.90	127.70	96.70	63.20	39.80	31.30	33.50	35.80	
Average #284 Cities and Local Vicinities	101.0	132.9	130.1	115.4	94.4	71.3	46.7	32.8	32.6	34.6	
Points	0.00	0.00	0.00	0.00	0.00	0.00	1.14	1.84	1.84	1.75	





*Other NW Suburban in Hennepin County

Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony

**Other W/S Suburban in Hennepin County

Chanhassen, Deephaven, Excelsior, Ft. Snelling, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafac⁸us, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland

COVID-19 Hennepin County and State of MN COVID-19 New Cases Reported

Hennepin County and State of Minnesota COVID-19 New Cases Reported											
Date:	11/19/2020	11/27/2020	12/3/2020	12/10/2020	12/17/2020	12/24/2020	12/31/2020	1/7/2021	1/14/2021	1/21/2021	Trend Line
Date Range for this 14 Day Data:	10/25-11/7	11/1-11/14	11/8-11/21	11/15-11/28	11/22-12/5	11/29-12/12	12/6-12/19	12/13-12/26	12/20-1/2	12/27-1/9	
Hnprn County Cumulative Total	54662	62433	70069	76902	81200	84116	86723	89175	91859	93511	
Hennepin Cty Weekly Change		7771	7636	6833	4298	2916	2607	2452	2684	1652	
Hennepin Cty % Change		14.2%	12.2%	9.8%	5.6%	3.6%	3.1%	2.8%	3.0%	1.8%	
Hennepin County Points			0.061	0.551	1.388	1.80	1.90	1.96	1.92	2.14	
	11/19/2020	11/27/2020	12/3/2020	12/10/2020	12/17/2020	12/24/2020	12/31/2020	1/7/2021	1/14/2021	1/21/2021	Trend Line
Statewide Cumulative Total	249906	295001	333626	367218	389171	404403	415302	429570	441935	450762	
Statewide Weekly Change		45095	38625	33592	21953	15232	10899	14268	12365	8827	
Statewide % Change		18.0%	13.1%	10.1%	6.0%	3.9%	2.7%	3.4%	2.9%	2.0%	
Statewide Points			0.00	0.49	1.306	1.735	1.98	1.84	1.94	2.12	



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COVID-19

Total Cases and % Change by School Age Group

Total State of Minnesota Cases and Percentage Change by School Age Group											
Date:	11/19/2020	11/27/2020	12/3/2020	12/10/2020	12/17/2020	12/24/2020	12/31/2020	1/7/2021	1/14/2021	1/21/2021	Trend Line
Date Range for this 14 Day Data:	10/25-11/7	11/1-11/14	11/8-11/21	11/15-11/28	11/22-12/5	11/29-12/12	12/6-12/19	12/13-12/26	12/20-1/2	12/27-1/9	
0-4 Year Olds											
All Cases	4615	5552	6319	7101	7649	8046	8377	8718	9022	9320	
Weekly Change (New Cases)		937	767	782	548	397	331	341	304	298	
Weekly % Change		20.3%	13.8%	12.4%	7.7%	5.2%	4.1%	4.1%	3.5%	3.3%	
5-9 Year Olds											
All Cases	5570	6822	8010	9208	10003	10509	10804	11309	11737	12053	
Weekly Change (New Cases)		1252	1188	1198	795	506	295	505	428	316	
Weekly % Change		22.5%	17.4%	15.0%	8.6%	5.1%	2.8%	4.7%	3.8%	2.7%	
10-14 Year Olds											
All Cases	8746	10361	12360	13920	14916	15573	15979	16586	17191	17631	
Weekly Change (New Cases)		1615	1999	1560	996	657	406	607	605	440	
Weekly % Change		18.5%	19.3%	12.6%	7.2%	4.4%	2.6%	3.8%	3.6%	2.6%	
15-19 Year Olds											
All Cases	20511	23697	26549	29057	30571	31599	32290	33373	34415	35078	
Weekly Change (New Cases)		3186	2852	2508	1514	1028	691	1083	1042	663	
Weekly % Change		15.5%	12.0%	9.4%	5.2%	3.4%	2.2%	3.4%	3.1%	1.9%	
All Age Groups											
All Cases	39442	46432	53238	59286	63139	65727	67450	69986	72365	74082	
Weekly Change (New Cases)		6990	6806	6048	3853	2588	1723	2536	2379	1717	
Weekly % Change		17.7%	14.7%	11.4%	6.5%	4.1%	2.6%	3.8%	3.4%	2.4%	
Points		0.00	0.00	0.00	1.20	1.69	2.00	1.76	1.84	2.02	

COVID-19

Other Factors for Consideration

Considerations shared by Bianca Virnig, Metro ECSU
Regional Support Team Coordinator

- County Case Rates
- City Case Rates
- Feedback from Families/Constituents
- Staff Health and Comfort
- Instructional Preparedness
- Staffing/bench strength
- Staff with specialized and required licenses
- Do you have enough subs
- Operational Considerations
- Knowledge of Current Conditions in MN and County
- Ability to provide Tier I Child Care
- Transportation/Busing
- Capacity in buildings
- Air Circulation and Ventilation
- Ability to ensure Social Distancing
- Impacts on your vulnerable communities
- Surrounding communities' impact
- Ability to curb the spread
- Ability to implement MDH health protocols
- Isolation capacity
- Where do students live, where do parents work and where do staff live?

Wayzata Public Schools

On-going Leadership and Decision-Making

- Strategy Leadership Team (SLT)
- Incident Command Team
- Leadership Council (SLT/Principals, Program Supervisors, Department Leads)
- School Board Members/Board Committees
- Leaders from Employee Groups
- Feedback from Parents (Liaison, PTA, Individual Feedback and Inputs)
- Formal/Informal Feedback from Students



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Wayzata Public Schools Learning Model Change Summary

Dates Changed/Changing to New Models

	Pre-K	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Distance	-----	-----	Current Model	Current Model	Current Model
Hybrid	-----	-----	-----	2-1-21	2-1-21 (MH)
In-Person	1-19-21	1-19-21	2-1-21	TBD	TBD

Note: Each Learning Model has a Distance Choice option also.

Some Surrounding School Districts Learning Model Change Summary

Dates Changed/Changing to New Models

	Pre-K	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Orono	In-Person	In-Person	In-Person	Hybrid (2-2-21)	Hybrid (2-2-21--9 & 12) Hybrid (2-15-21--10 & 11)
Hopkins	In-Person	In-Person	In-Person	Hybrid---7 th and 10 th - 1 day/week (2-1-21) Hybrid---8/9 & 11/12 - 1 day/week (2-8-21)	
EP	In-person	In-Person	In-Person	Hybrid (2-8-21)	Hybrid (2-8-21)
Edina	IP (1-25-21)	IP (1-25-21)	IP (2-1-21)	Hybrid (2-19-21)	Hybrid (2-19-21)
Minnetonka	In-Person	In-Person	In-Person	Hybrid (1-26-21)	Hybrid (1-28-21) In-person (3-15-21) for Grades 6-12

MDH Safe Learning Plan Statement on Changing Plans

“After the initial selection of a learning model for school opening, the decision to shift to an alternative learning model should center on the impact of COVID-19 at the school level, while maintaining awareness of changes in viral activity in the community through continued review of the bi-weekly Hennepin County-level case data. **School districts and charter schools considering making a change in their learning model for a school or entire district must do so first and foremost in the interest of safety for school staff and students.** It is important to respect the impact a shift in learning model will have on the school community. Making a change requires significant coordination and communication, even when well thought-out plans are in place, and therefore, any recommendation or decision to change learning models should not be taken lightly.” (Safe Learning Plan)



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MDH Infectious Disease Director Statement

9-17-2020

Kris Ehresmann, MDH Infectious Disease Director

“The most recent data does not account for disease spread that may have occurred during Labor Day weekend or the first few weeks of school. We have seen increases in cases over previous holidays, but case rate increases take a couple of weeks to show up in the data. We’re advising school policymakers to continue to be cautious in their decision making.”



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Comments from WPS Staff

Elementary Learning Model Update

Middle School Learning Update

High School Learning Model Update

Teaching and Learning Updates

Operations-Buildings/Grounds, Culinary, Transportation Updates

Other Updates.....



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103 FACE COVERINGS

I. PURPOSE

~~The purpose of this policy is to provide direction and guidance for the use of face coverings during the COVID-19 pandemic. The purpose of this policy is to comply with Executive Order 21-01, Executive Order 20-103, Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE).~~

II. GENERAL STATEMENT OF POLICY

- A. On July 25, 2020 Minnesota Governor Tim Walz issued a new executive order requiring Minnesotans to wear a face covering in all public indoor spaces and indoor businesses. This order includes school buildings, grounds, and transportation. This policy will be effective until such time as the executive order expires and the District repeals this policy.
- B. The District is committed to following the most current and medically informed guidance regarding face coverings. This policy and corresponding regulations are subject to change based on public health guidance.
- ~~C. Wayzata Public Schools requires that all staff, students (in grades K-12), and visitors above the age of 5 wear face coverings upon entry to the building(s) and to wear them when inside a building. Face coverings must also be worn when outside but unable to socially distance with at least 6 feet of personal space.~~
- ~~D. Students enrolled in preschool programs are not required to wear face coverings.~~
- ~~E. A face shield is an alternative to wearing a cloth face covering for those who cannot wear one for a documented medical, behavioral, or developmental reason.~~
- ~~F. For applicable students and staff, face coverings must also be worn on school buses.~~
- C. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- D. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.

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E. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

ADOPTED: August 10, 2020

AMENDED:

LAST REVIEWED: ~~August 10, 2020~~

103-R FACE COVERINGS REGULATIONS

Following the Centers for Disease Control and Prevention (CDC) guidance, face coverings are most effective when they are worn by all individuals in public settings when around others outside of their households because many people infected with COVID-19 do not show symptoms. The District is committed to following the most current and medically informed guidance regarding face coverings and all regulations are subject to change based on public health guidance.

I. FACE COVERINGS

- A. Masks may not protect the wearer from infection, but it may keep the wearer from spreading a virus to others. To reduce the spread of COVID-19, the CDC recommends that people wear masks in public settings especially when social distancing measures are difficult to maintain.
- B. Masks are not surgical masks or respirators. Currently, those are critical supplies that should continue to be reserved for healthcare workers and other medical first responders, as recommended by current CDC guidance.
- C. Masks should be worn over the mouth and nose, and sized appropriately for the wearer.
- D. All staff, students (in grades K-12), and visitors above the age of 5 must wear face coverings upon entry to the building(s) and to wear them when inside a building. Face coverings must also be worn when outside but unable to socially distance with at least 6-feet of personal space. Students, parents, staff, and other visitors who do not wear a face covering may be denied access to the buildings and grounds.
- E. Disposable masks should only be worn for a single use. Reusable masks should be laundered after each use.
- F. Students and staff should have a backup mask in the event that theirs becomes soiled.
 - 1. The state will distribute one cloth mask for every K-12 student and staff member, and three (3) disposable masks per student.
- G. Printed masks must meet the following criteria from the District's dress code policy:
Masks may not include the following:
 - 1. Promoting products or activities that are illegal for use by minors
 - 2. Objectionable emblems, badges, symbols, signs, words, objects or pictures communicating a message that is racist, sexist or otherwise evidences gang membership or affiliation, or approves, advances or provokes any form of discrimination, harassment and/or violence against other individuals.

- H. The use of face shields will be allowed for the following groups:
 - 1. Students in kindergarten through eighth grade, when wearing a face covering is problematic.
 - 2. Teachers, when wearing a face covering may impede the educational process.
 - 3. Staff, students or visitors who cannot tolerate a face covering due to a documented developmental, medical or behavioral health condition.
 - 4. Staff providing direct support student services, when a face covering impedes the service being provided.
 - 5. Staff and students/guardians who believe they qualify to wear a face shield instead of a mask must get approval through their building principal.
 - 6. It is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. The CDC does not recommend use of face shields for normal everyday activities or as a substitute for masks. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.
- I. Facial coverings may be temporarily removed during activities such as eating, drinking, playing an instrument, or exercising. Students should follow guidance from their teachers and refrain from removing their masks until appropriate.
- J. It is important that students and staff follow the spirit of this policy. Frequent, intentional removal of face coverings or interfering with another student's or staff member's face covering is inappropriate, and repeat incidents may be considered harassment or bullying (see: District Policies 502: Student Discipline and 528: Bullying Prohibition).

II. EXEMPTIONS

The following individuals are exempt from face covering requirements:

- A. Individuals with a documented medical condition, mental health condition, or disability that makes it unreasonable for the individual to maintain a face covering. This includes, but is not limited to, individuals who have a medical condition that compromises their ability to breathe, and individuals who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. These individuals should consider using alternatives to face coverings, including clear face shields, and staying at home as much as possible.
- B. Children with severe cognitive issues, sensory challenges, significant respiratory impairments (e.g. tracheostomy or on oxygen), or orthopedic or neurologic issues (e.g. cerebral palsy), if they are unable to remove a mask in an emergency, may not be able to wear a mask.

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- C. Children who are five years old and under. Those who are under two years old should never wear a face covering due to the risk of suffocation. Those who are at least two are encouraged to wear a face covering if they can do so in compliance with [CDC guidance on How to Wear Cloth Face Coverings](#), (i.e., without frequently touching or removing the covering).
- D. Individuals at their workplace when wearing a face covering would create a job hazard for the individual or others, as determined by local, state or federal regulators or workplace safety and health standards and guidelines (ex. those at increased risk of heat-related illness).
- E. Staff and students/guardians who believe they qualify to wear a face shield instead of a mask must get approval through their building principals.

ADOPTED: August 10, 2020

LAST REVIEWED: August 10, 2020

Adopted: _____

MSBA/MASA Model Policy 808
Orig. 2020
Rev. January

2021

Revised: _____

808 COVID-19 FACE COVERING POLICY

[Note: The Governor’s Emergency Executive Order 20-81 generally requires Minnesotans to wear a face covering in certain settings and circumstances, including in various school settings. Emergency Executive Order 20-82 states that all Minnesota public schools must adhere to parameters determined by Minnesota Department of Health (“MDH”) in implementing or shifting between in-person learning, hybrid learning and distance learning. MDH’s Safe Learning Plan for 2020-21 and the 2020-2021 Planning Guide for Schools requires school district and charter schools to develop and implement a face covering policy that is clearly posted and communicated to students, staff, families, and potential visitors to the school building. The provisions of this policy substantially reflect the requirements of the 2020-2021 Planning Guide for Schools, Executive Order 20-81, and Executive Order 20-82.]

The Minnesota Safe Learning Plan was updated, stating “[I]t is strongly recommended that districts and charter schools require staff to wear face masks and face shields together whenever possible during the school day. School districts and charter schools should strongly consider the following as the only exemptions for their masking and face shield requirement policy.

o When staff are serving students in settings where seeing a person’s lips is necessary, staff are strongly encouraged to wear a clear face mask in addition to the required face shield. If they do not have access to a clear face mask, they can choose to only wear the required face shield.

o When staff are providing direct services that require close, physical, and prolonged contact, schools should follow MDH’s Guidance for Delivering Direct Student Support Services: Staff Protective Equipment.

o When staff are performing duties in which a face mask and a face shield worn together are creating a safety concern (e.g. visual impairment while operating a vehicle, working in a kitchen, lab etc.), staff may choose to only wear the required face mask.”

School boards may determine whether to amend this policy in light of these recommendations.]

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear

face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the school district is to comply with Executive Order 21-01, Executive Order 20-103, Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. Paper or disposable mask;
 - 2. Cloth face mask;
 - 3. Scarf;
 - 4. Neck gaiter;
 - 5. Bandana;
 - 6. Religious face covering; and
 - 7. Medical-grade masks and respirators
- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.

- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
 - 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.
 - 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.
 - 3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
 - 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.
- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
 - 1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
 - 2. ~~When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;~~
 - 3. ~~During activities, such as swimming or showering, where the face covering will get wet;~~

[Note: The Minnesota Department of Health issued the following on December 16, 2020: “Consistent with Executive Order 20-103, face coverings must be worn at all times during indoor physical activity (e.g., when exercising in a gym, fitness center, or during recess), regardless of the level of physical exertion. Previous guidance allowing face coverings to be removed during high exertion activities is no longer applicable.”]

2. During specific activities that the Minnesota State High School League has identified as exceptions to mask/face covering requirements;

[Note: The Minnesota State High School League set forth exceptions pursuant to Executive Order 20-81 in its Mask/Face Covering Guidance and Information].

3. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
4. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;
5. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
6. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument or participating in the activity, though people participating in these activities should maintain at least six feet of distance to the extent possible;
7. When required by school staff for the purposes of identification;
8. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
9. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or
10. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.
- F. The school district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to

discipline, as appropriate, up to and including the termination of employment.

- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The school district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

Legal References: Emergency Executive Order 20-81
Emergency Executive Order 20-82
Emergency Executive Order 20-103
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: MSBA/MASA Model Policy 807 (Health and Safety Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)

2. Equity Update
3. Wayzata Learns Survey Summary



WAYZATA LEARNS SURVEY FALL 2020

School Board Work Session
January 25, 2021

Stacey Lackner, PhD
Director of Research and Evaluation

Survey Overview

- Invites to the Wayzata Learns Fall Survey were sent to all parents of Wayzata Public Schools students in grades Early Childhood – Transition, licensed staff in Early Childhood – Transition, and students in grades 6-12.
- All parent emails on file, were included in the distribution list. Parents were prompted to take the survey once for each child.
- Students and staff received invites via their district email address.
- The survey was open from December 15th – 22nd . Reminders were sent to all non-participants on December 17th, 21st, and 22nd.

Participation

	Number of Invitations	Number of Responses	Response Rate
Parents	22,221	4,110	18.7%
Staff	972	651	67.2%
Students	6,474	2,094	32.2%

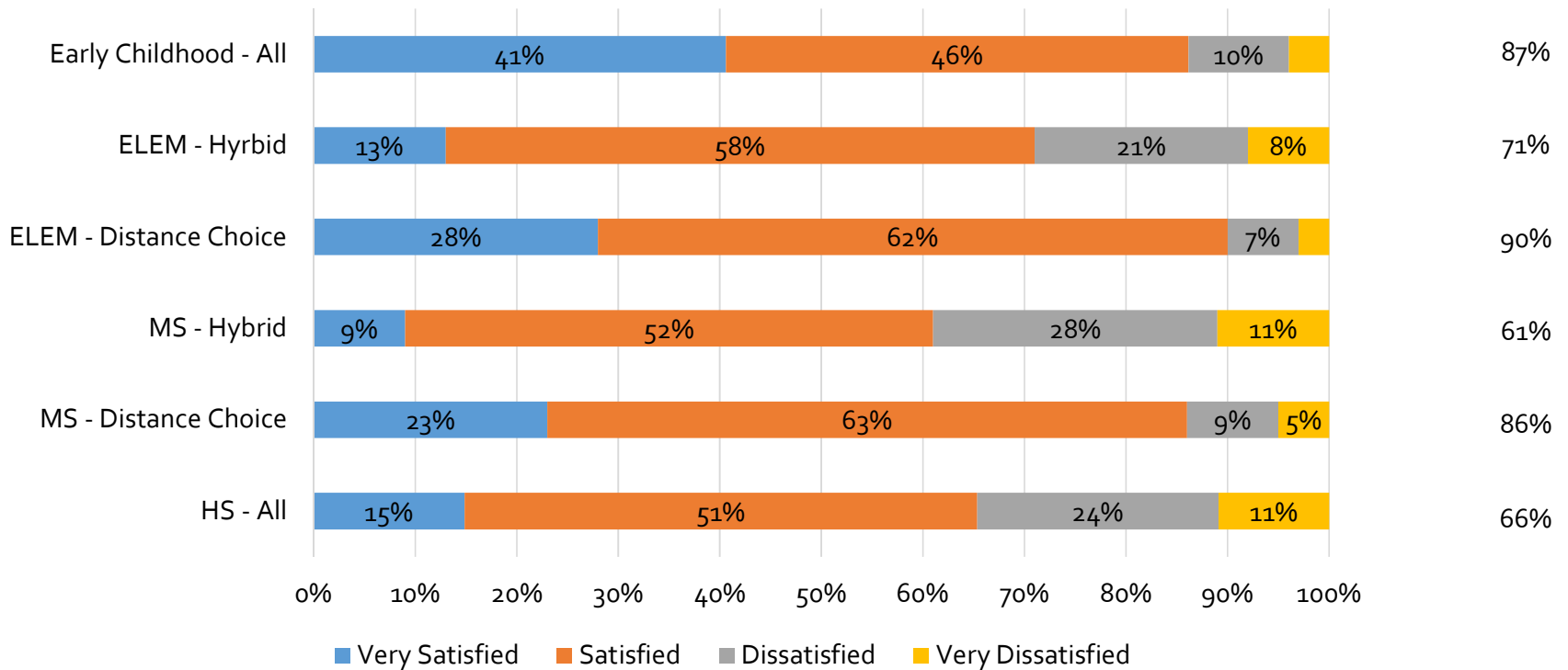
Responses by Learning Model

Level	Learning Model	Parents	Students	Instructors	Support Staff
Early Childhood	In-person	135	-	18	3
Elementary	Hybrid	1,542	-	139	-
	Distance Choice	548	-	68	-
	Hybrid and Distance	-	-	61	-
	Not Applicable	-	-	-	22
Middle School	Hybrid	648	735	63	-
	Distance Choice	229	408	36	-
	Hybrid and Distance	-	-	41	-
	Not Applicable	-	-	-	17
High School/ Transition	Modified Hybrid/ Transition In-person	1,003	951	144	15
Districtwide	Not Applicable	-	-	3	10

Overall Experience - Parents

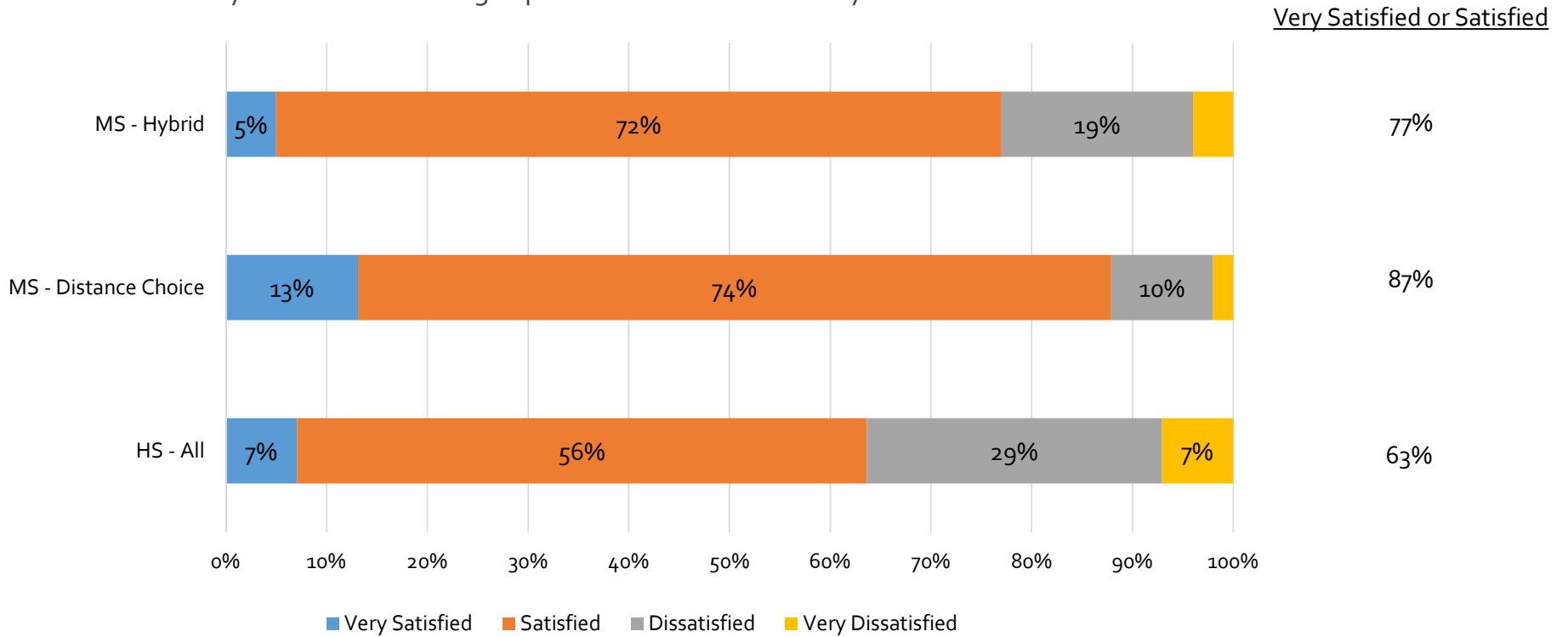
How satisfied are you with your child's overall learning experience so far this school year.

Very Satisfied or Satisfied



Overall Experience - Students

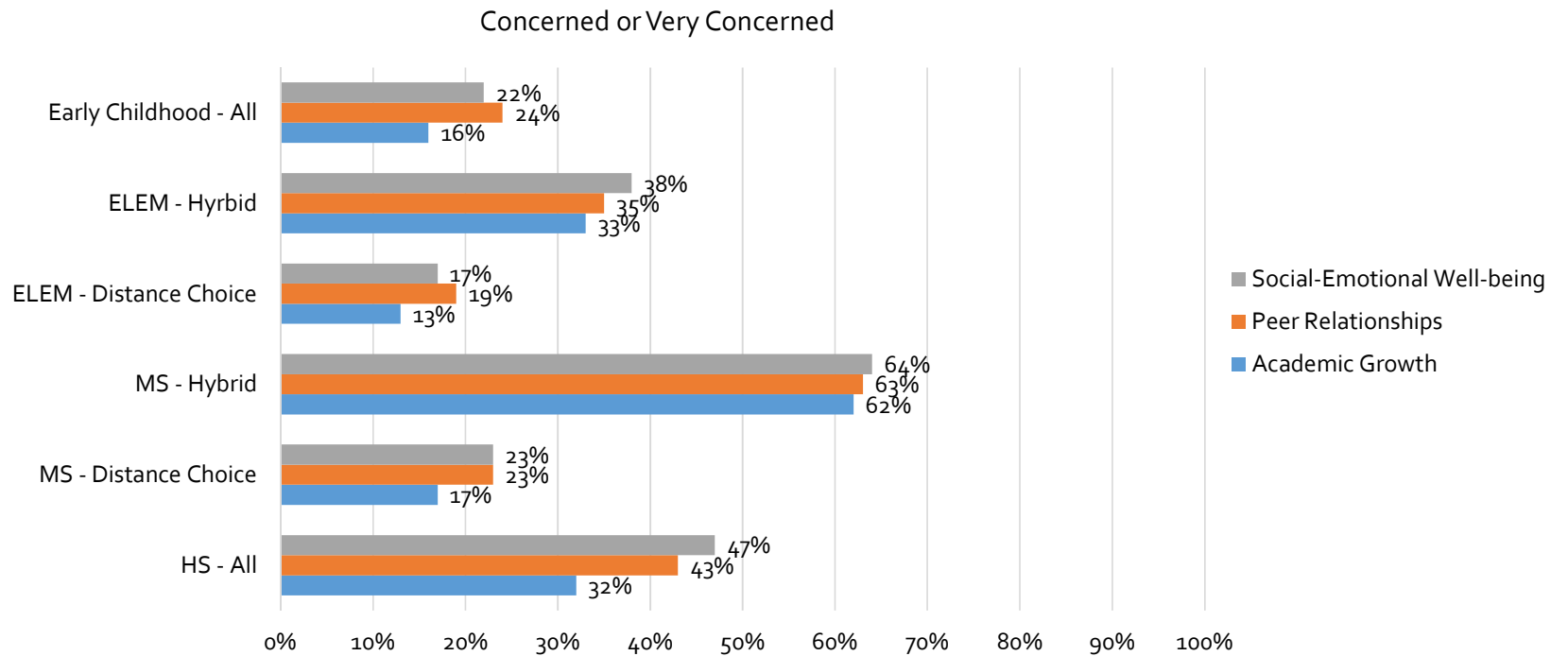
How satisfied are you with the learning experience so far this school year.



Overall Well-being - Parents

How do you currently feel about the areas listed below for your child?

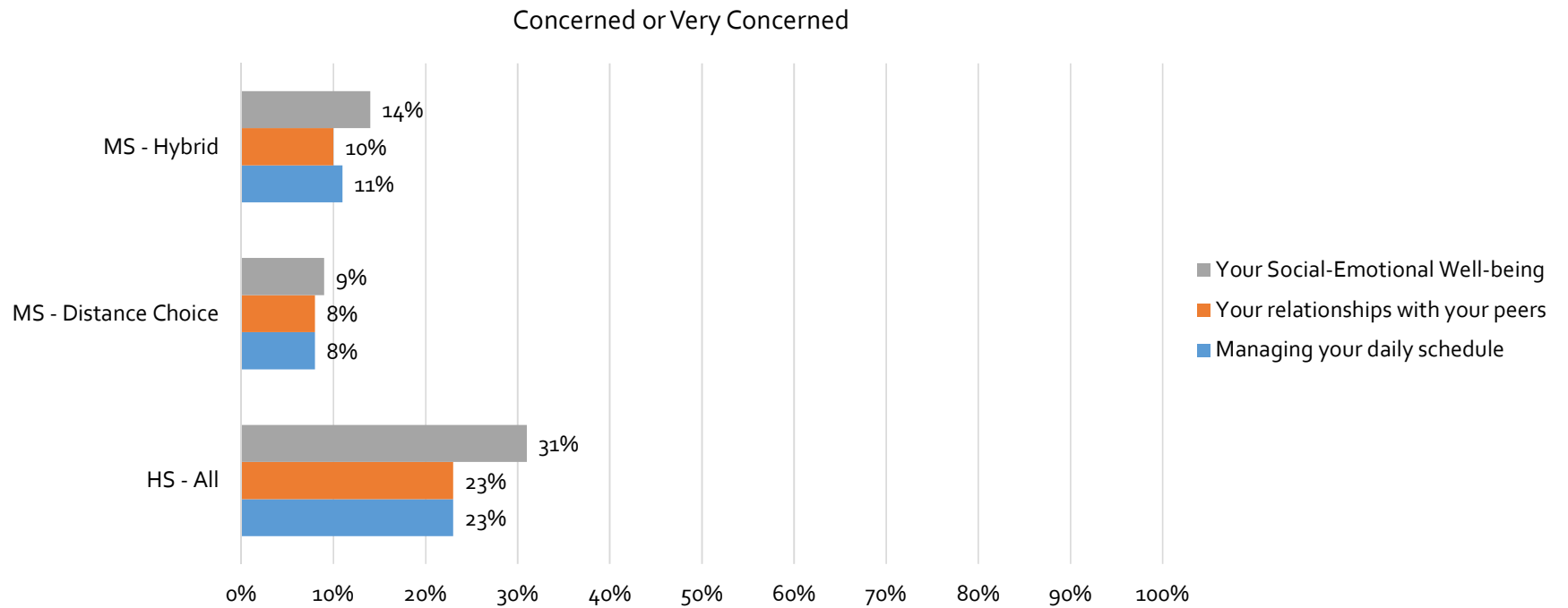
(The three areas with the highest percentages of parents responding Concerned or Very Concerned are included in the graph.)



Overall Well-being - Students

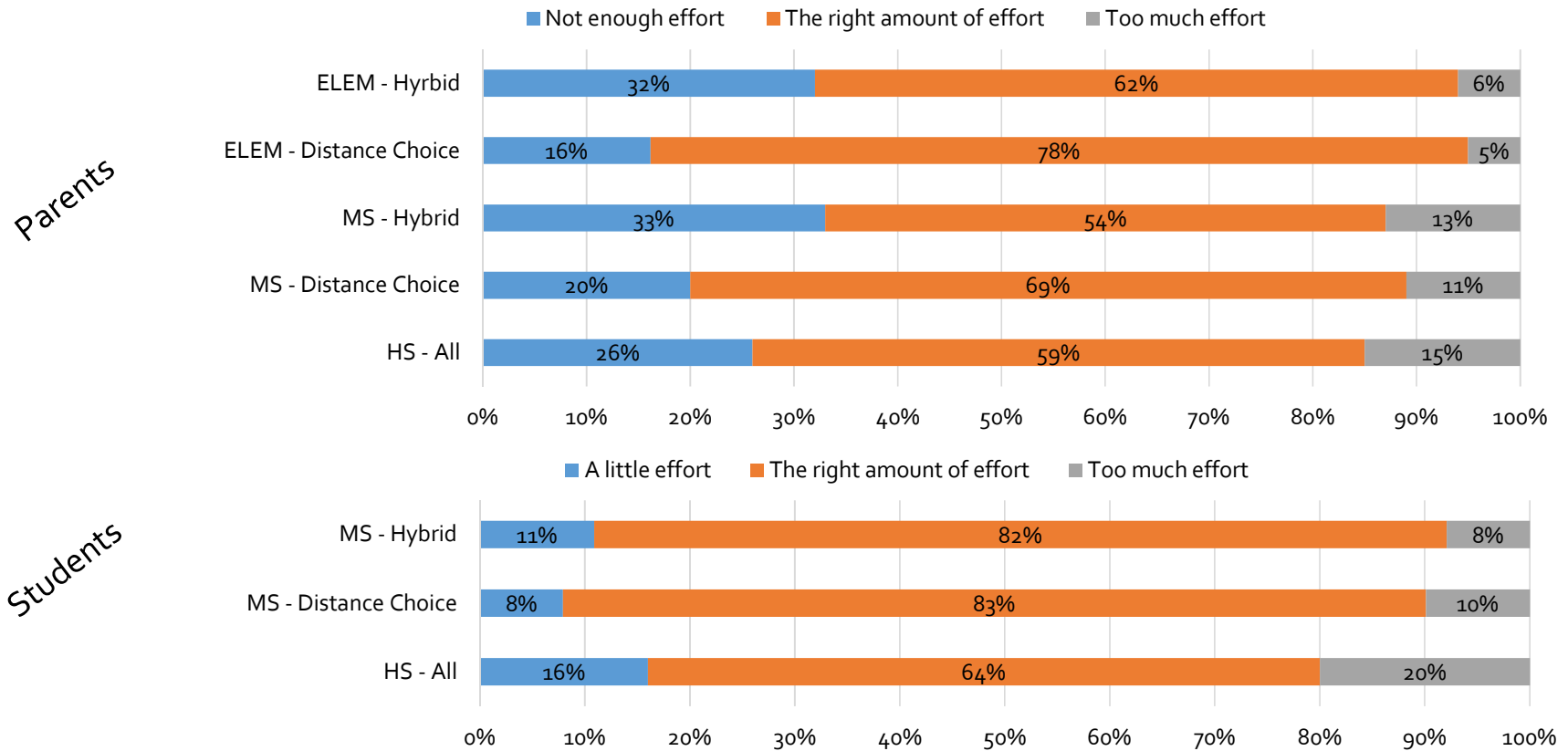
How do you currently feel about the areas listed below?

(The three areas with the highest percentages of students responding Concerned or Very Concerned are included in the graph.)



Effort

How much effort do you think you/your child put in to your/their schoolwork so far this year?



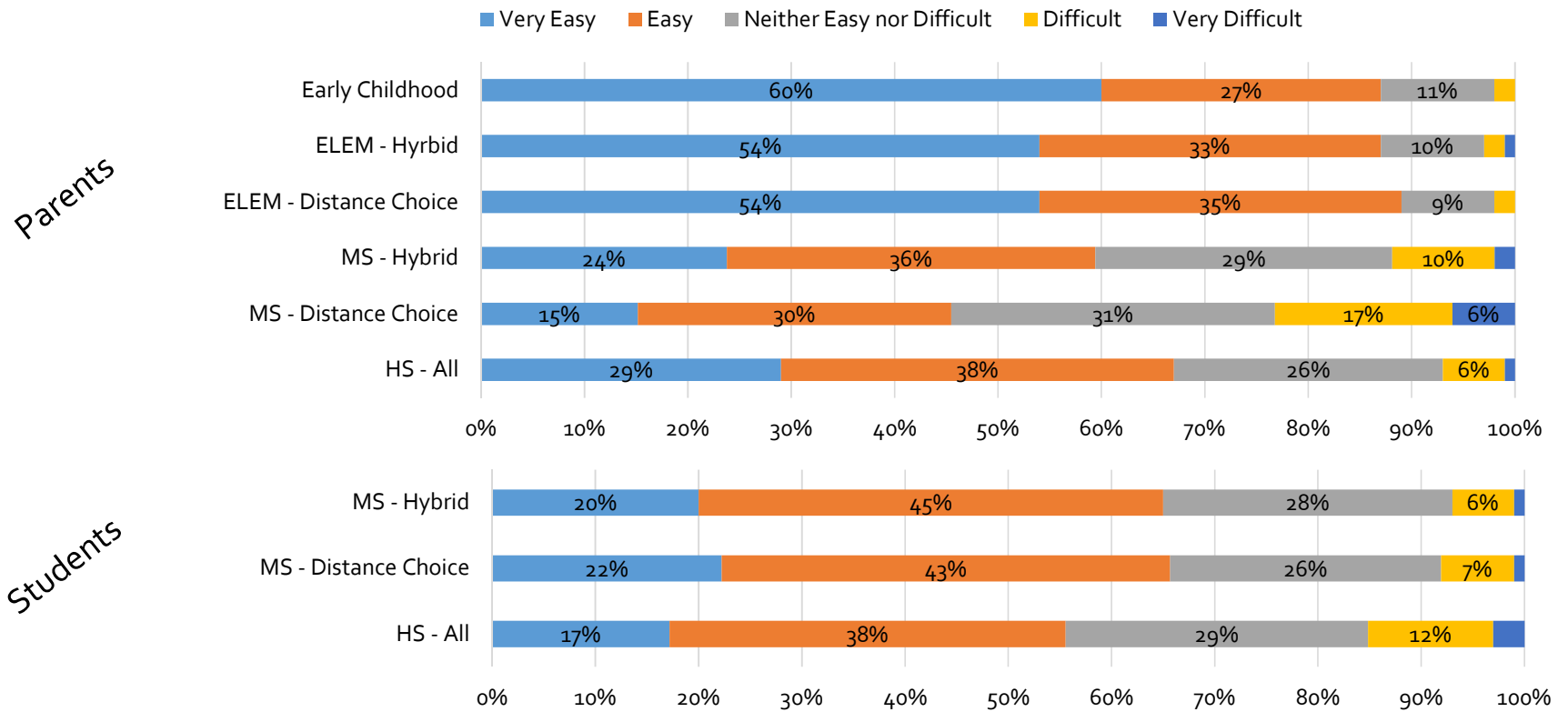
Wayzata Learns Survey - Fall 2020

Note: Responses of "not sure" were not included in the percentage calculation.

9

Communication

When you need to, how difficult or easy has it been for you to connect with your/your child's teachers?

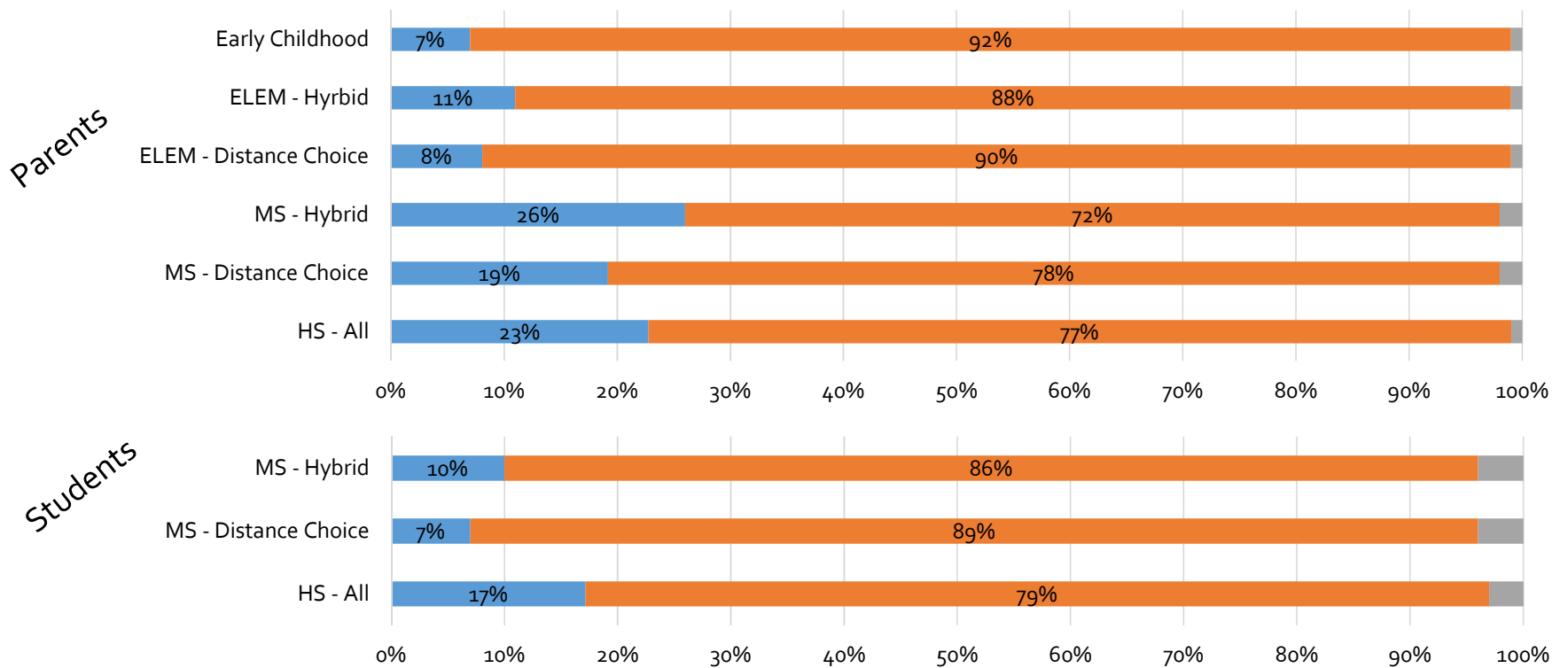


Note: Responses of "I did not need to contact my/my child's teachers" were not included in the percentage calculation.

Communication Frequency

How do you feel about the frequency of communication you have received from your/your child's teachers this fall?

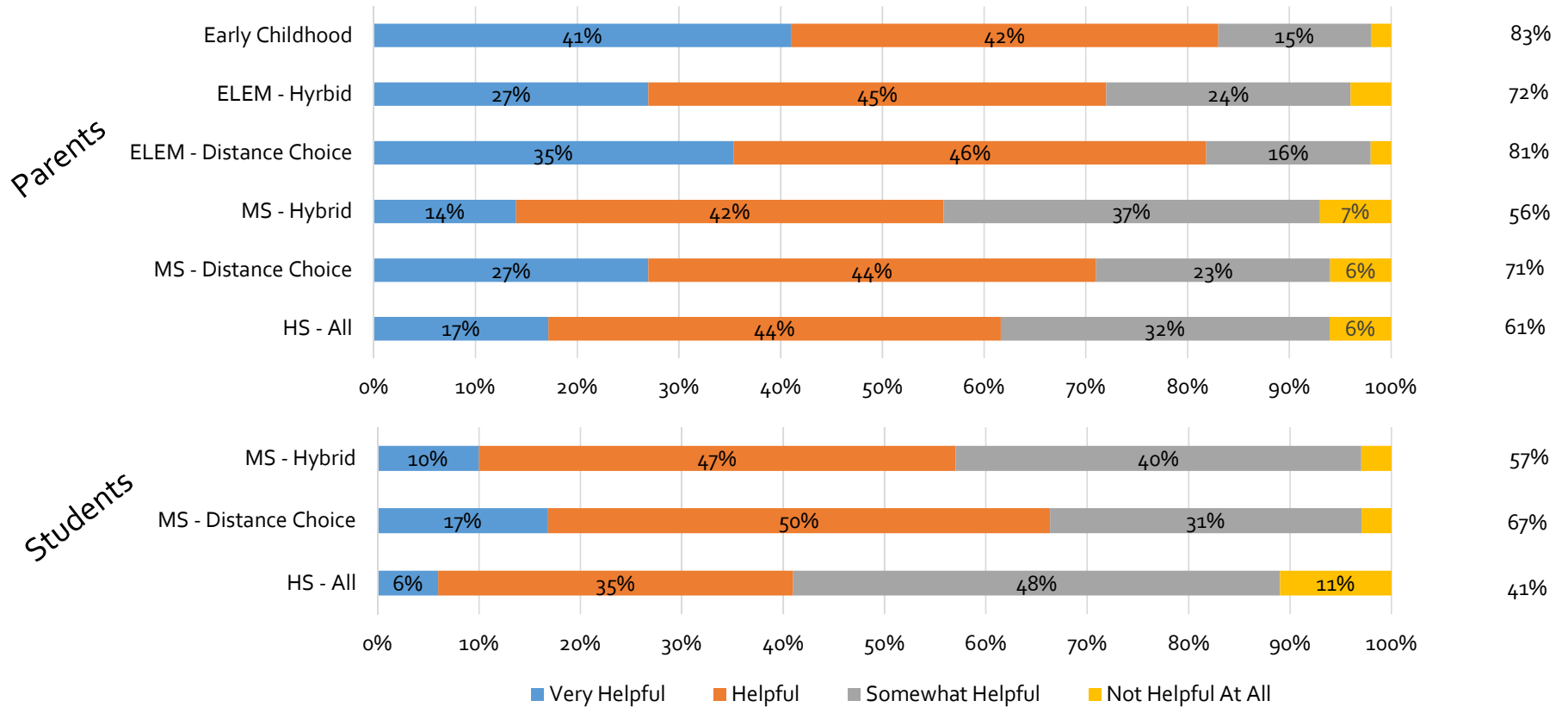
■ I wish they had communicated more frequently ■ I am happy with the frequency of communication ■ I wish they had communicated less frequently



Communication from School

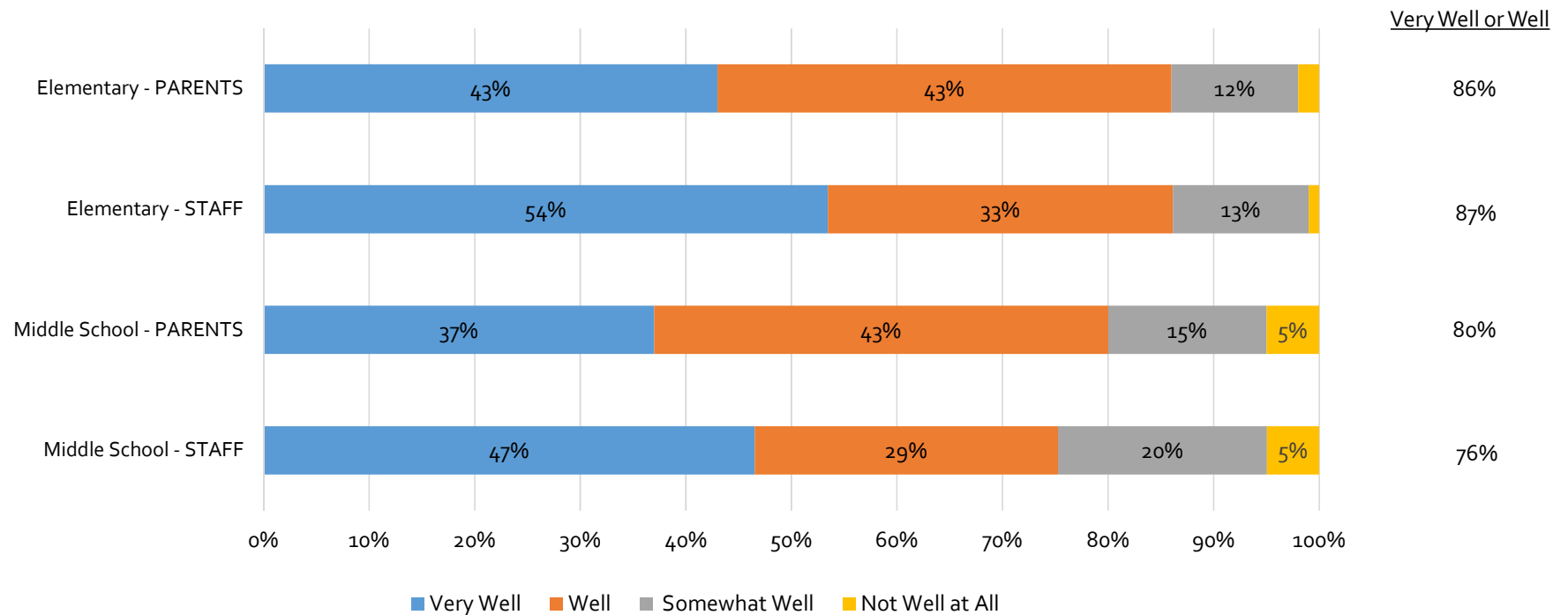
How helpful has the communication from your/your child's school been so far this year?

Very Helpful or Helpful



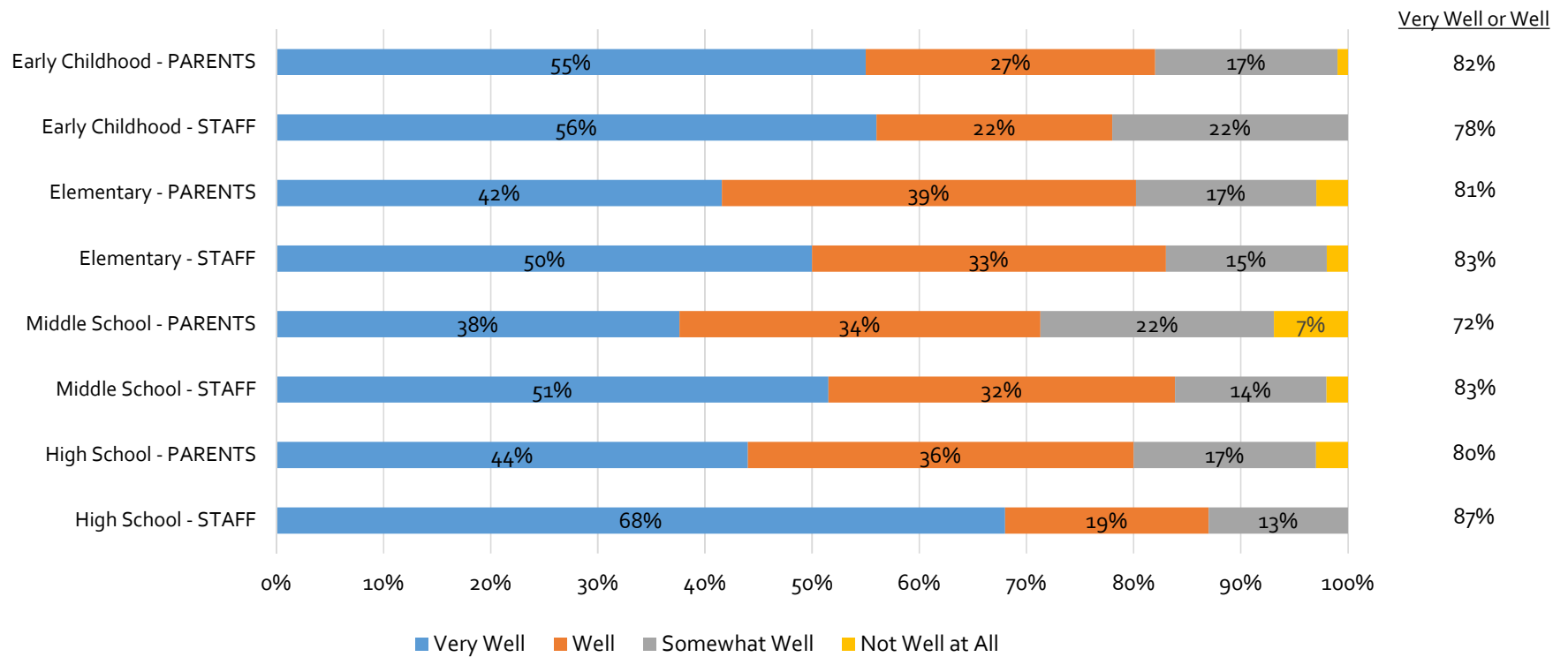
Conference Schedule K-8

In previous years, conferences occurred only during the evening. This year, conference times for grades K-8 were offered during the day and in the evening. How well did this year's schedule work for you?



Conferences – Online Format

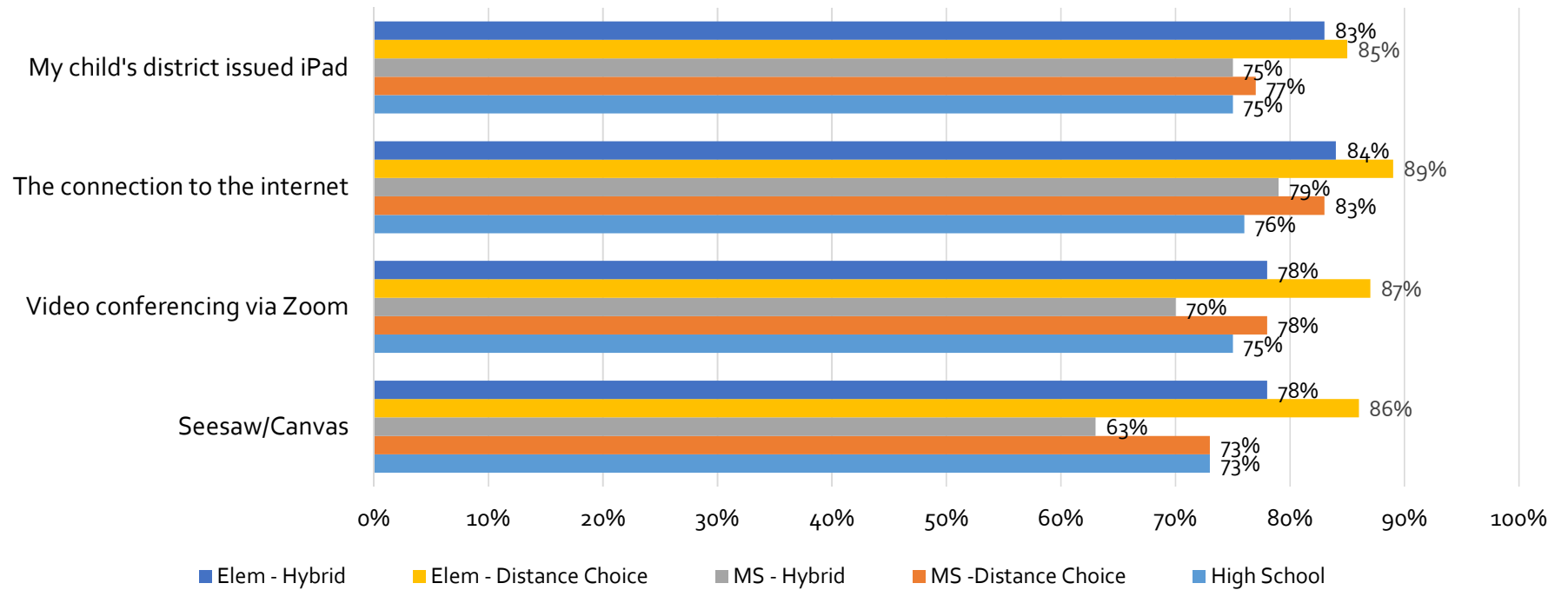
Most conferences this year were held via online conferencing. How well did this format work for you?



Technology - Parents

How frequently does the following work well enough for your child to complete their schoolwork?

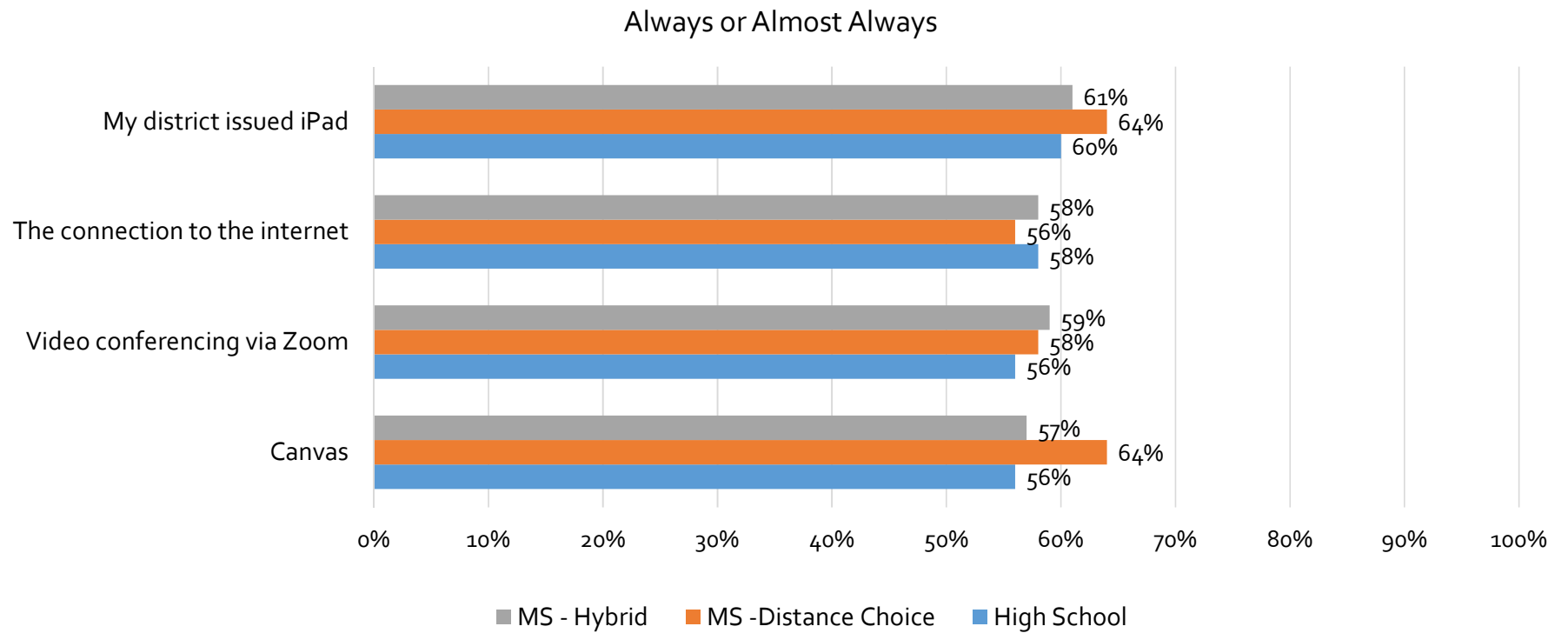
Always or Almost Always



Note: Responses of "not sure" were not included in the percentage calculation. Slide revised 1/25/21.

Technology - Students

How frequently does the following work well enough for you to complete your schoolwork?

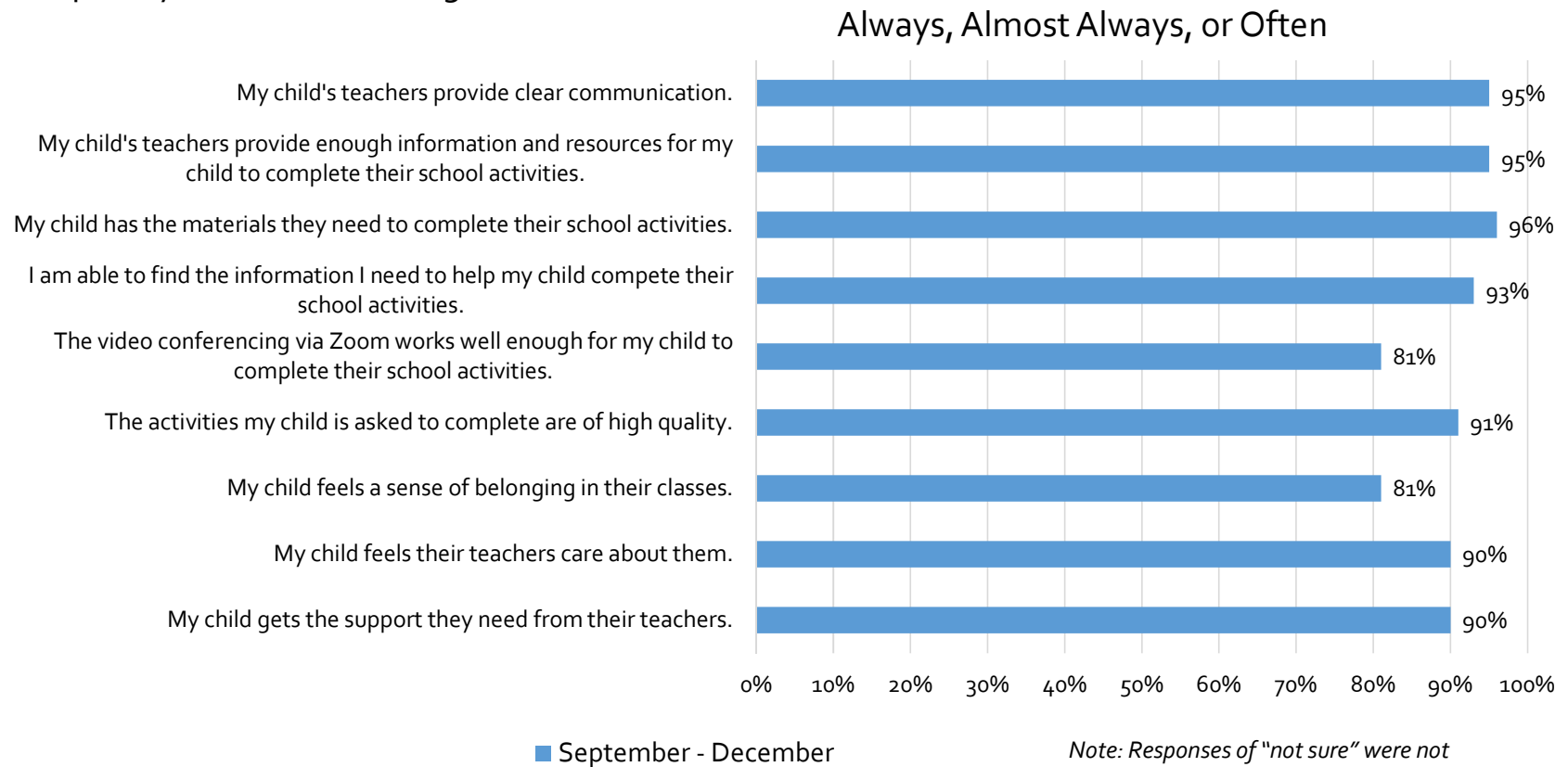


LEARNING EXPERIENCE

EARLY CHILDHOOD

Learning Experience: Early Childhood Parents - All

How frequently does the following occur?

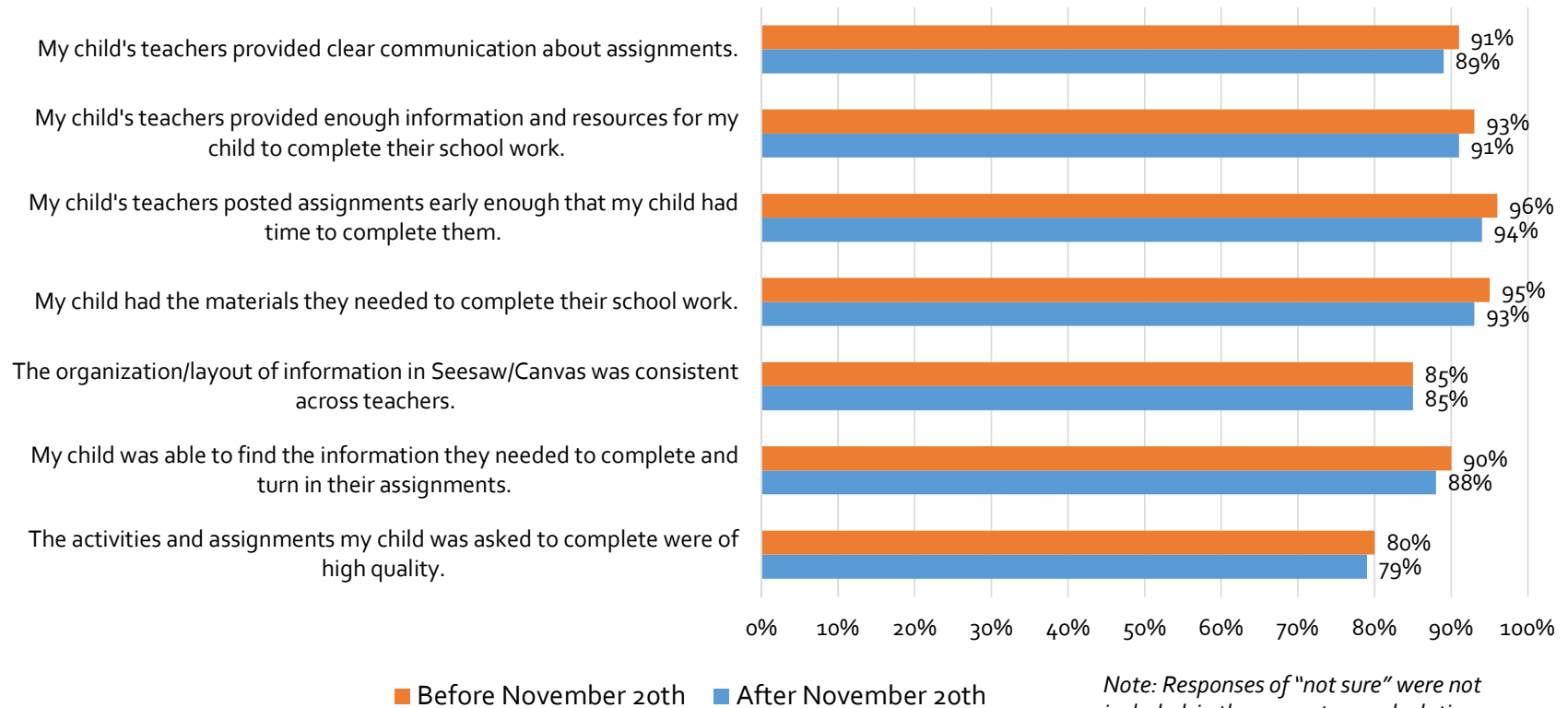


LEARNING EXPERIENCE ELEMENTARY

Learning Experience: Elementary Parents – Hybrid

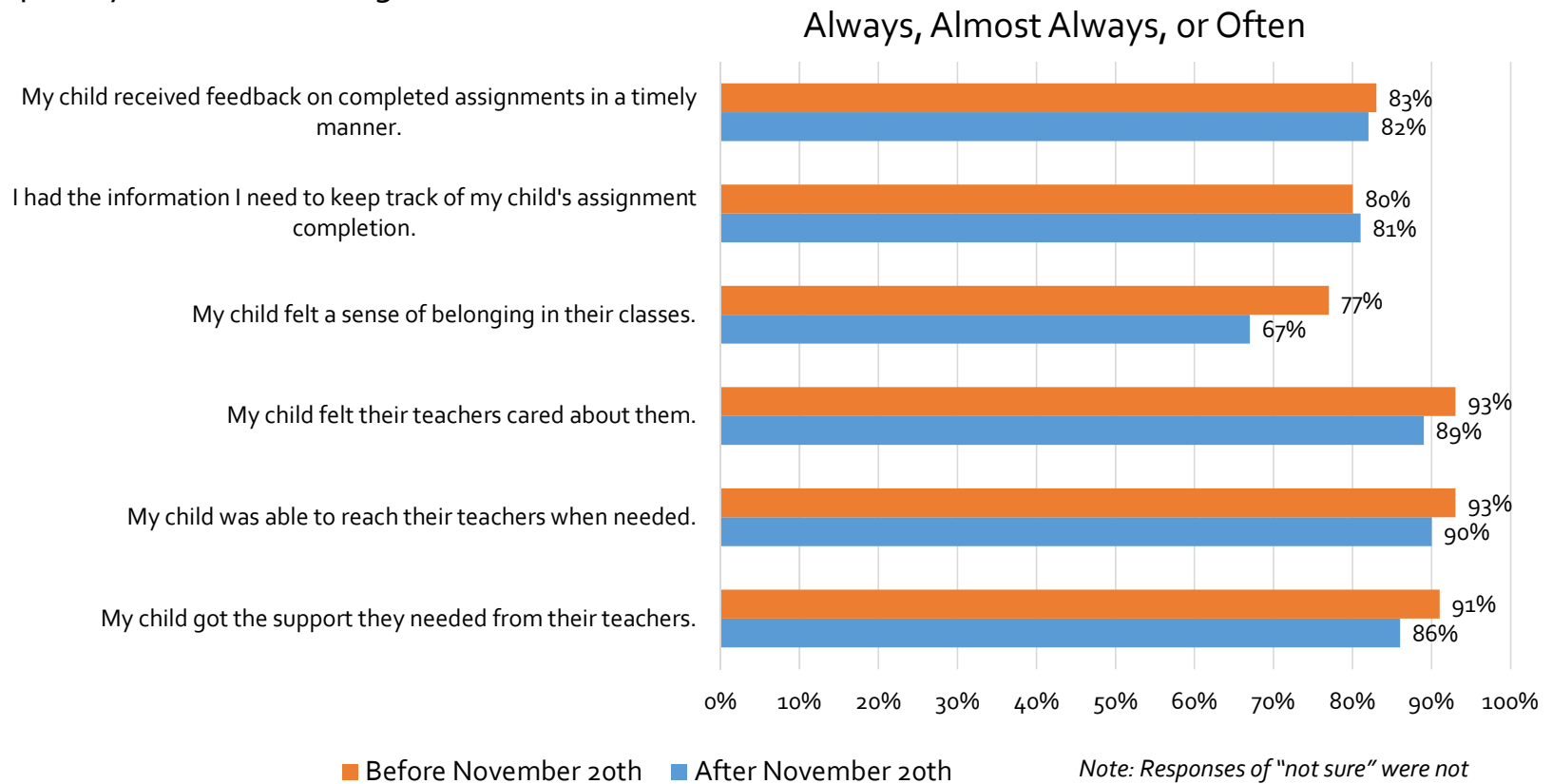
How frequently did the following occur this fall?

Always, Almost Always, or Often



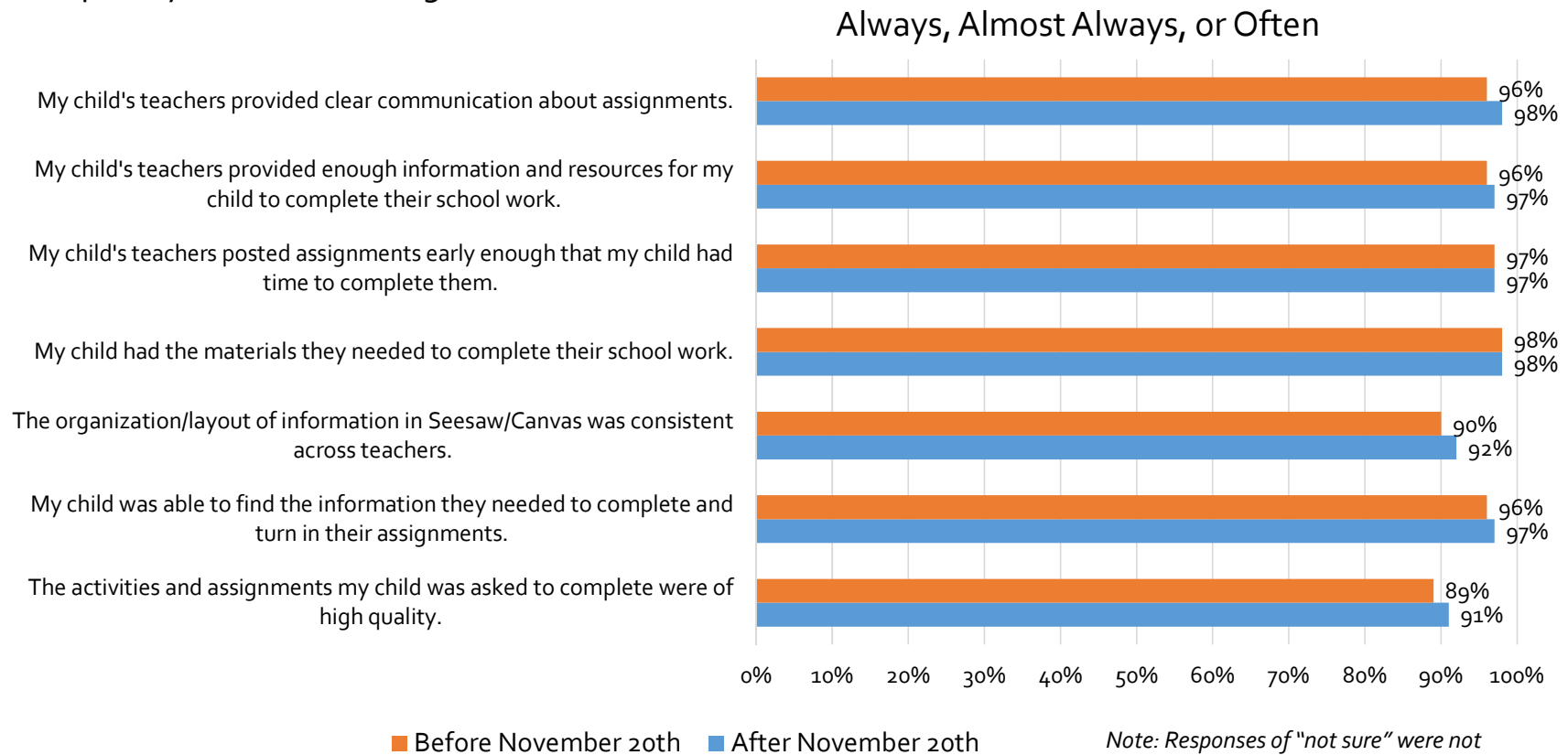
Learning Experience: Elementary Parents – Hybrid (con't)

How frequently did the following occur this fall?



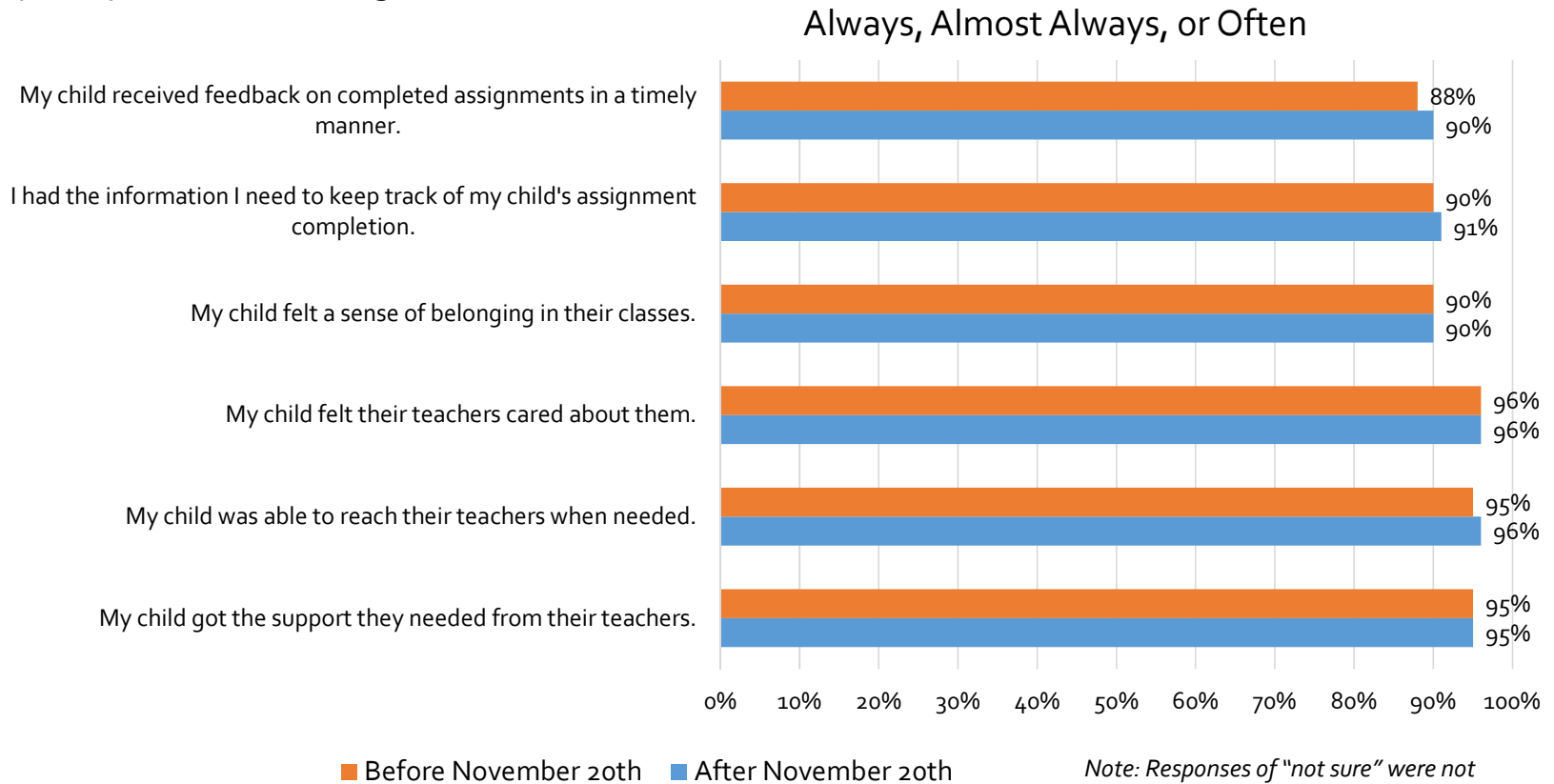
Learning Experience: Elementary Parents – Distance Choice (1)

How frequently did the following occur this fall?



Learning Experience: Elementary Parents – Distance Choice (con't)

How frequently did the following occur this fall?

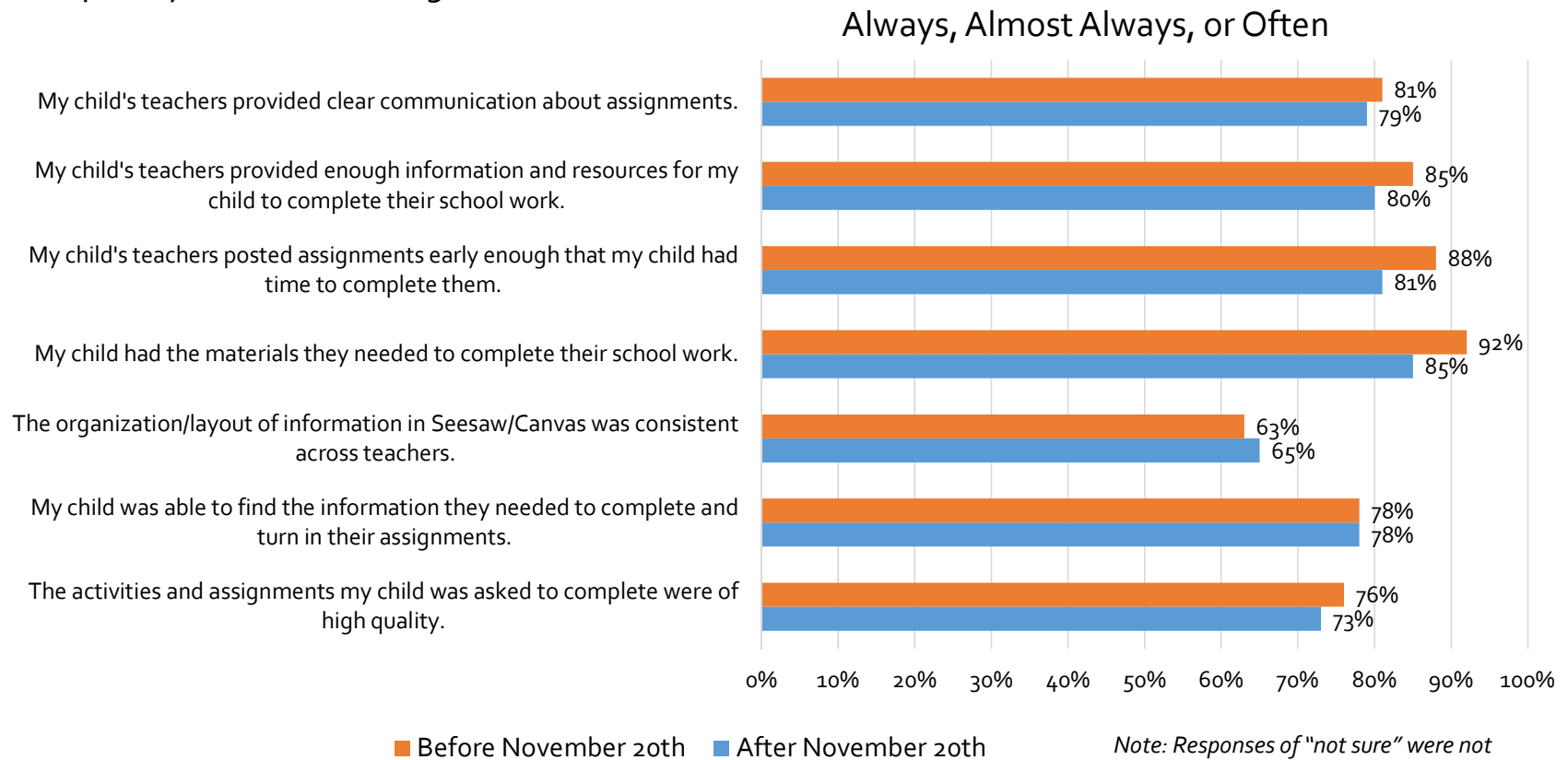


LEARNING EXPERIENCE

MIDDLE SCHOOL

Learning Experience: Middle School Parents – Hybrid

How frequently did the following occur this fall?

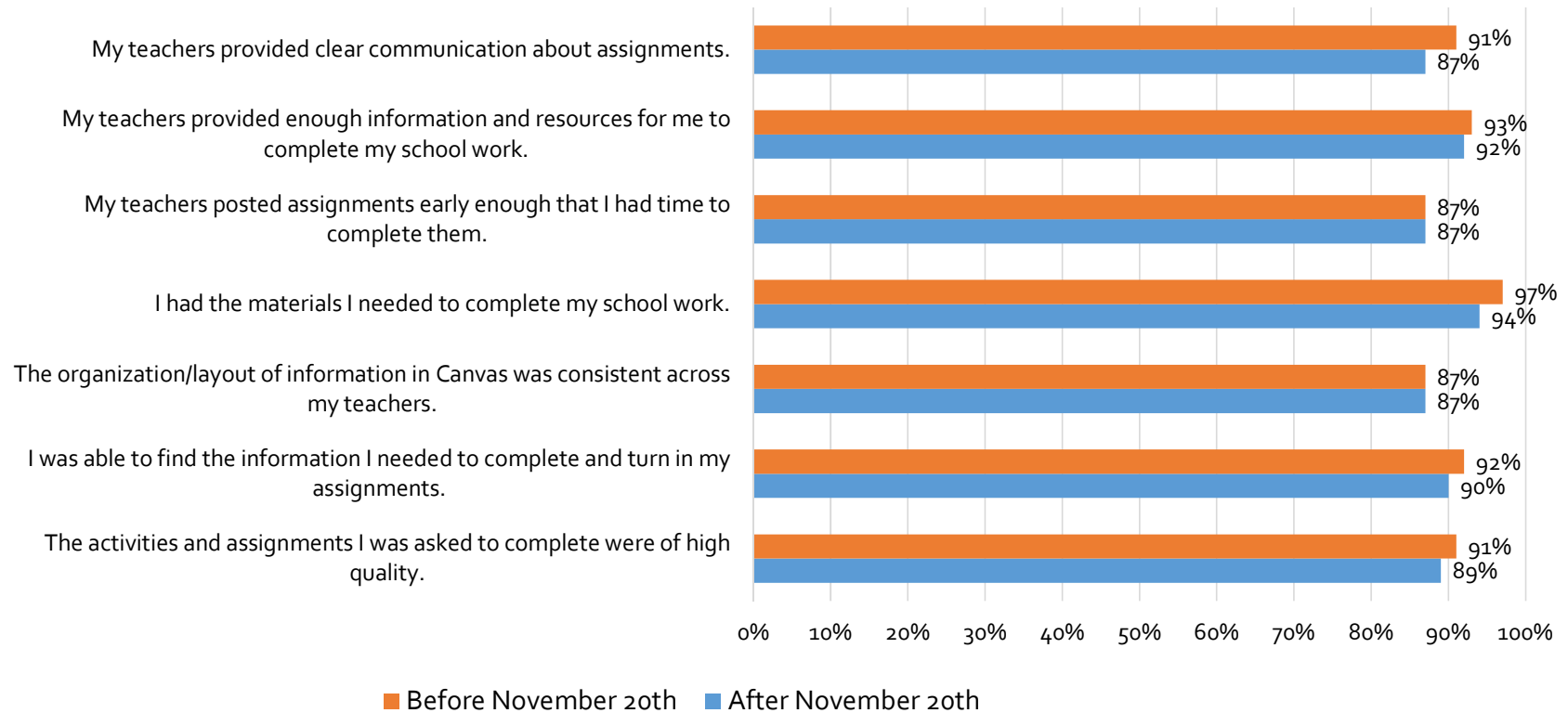


Note: Responses of "not sure" were not included in the percentage calculation.

Learning Experience: Middle School STUDENTS – Hybrid

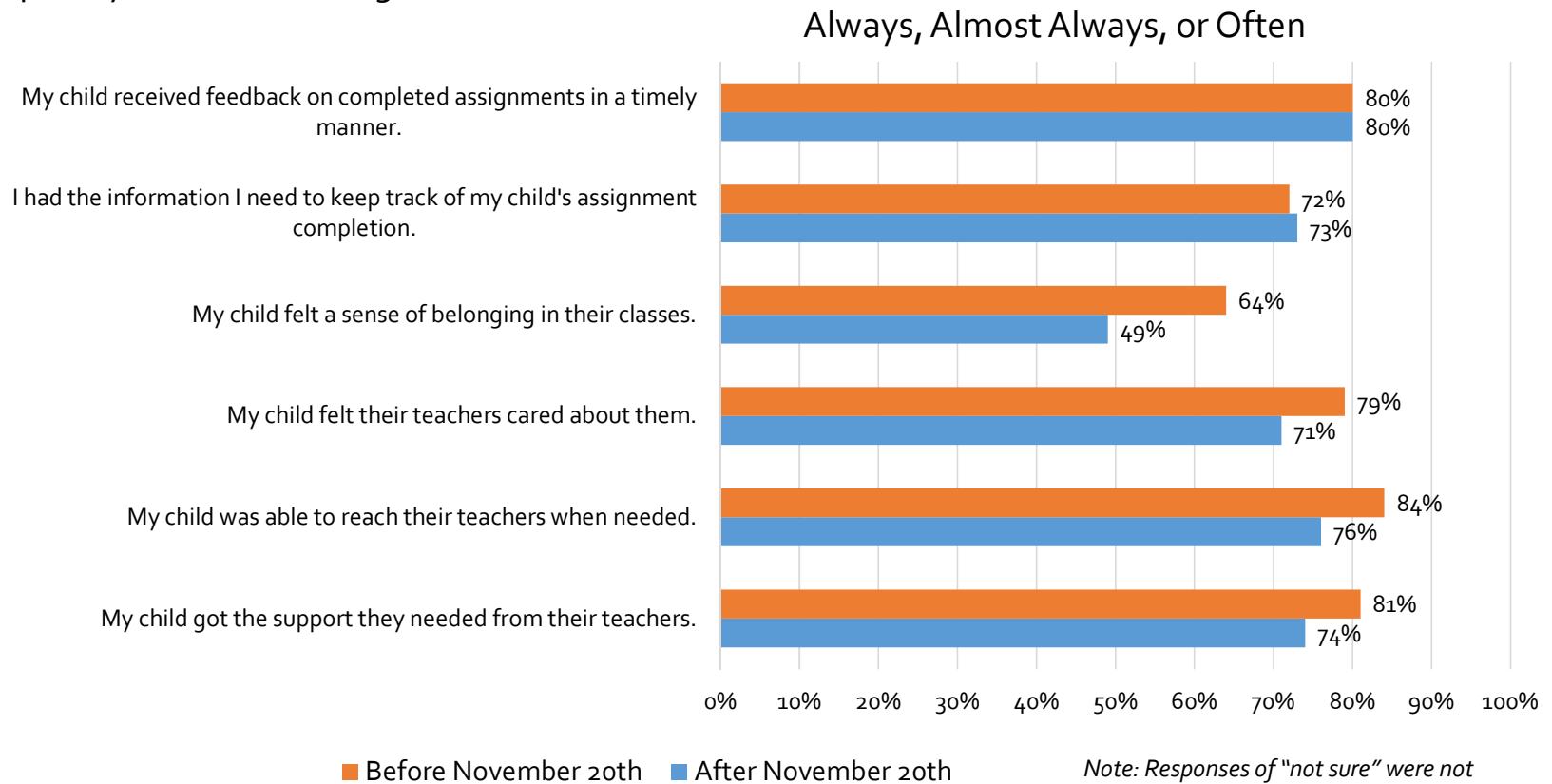
How frequently did the following occur this fall?

Always, Almost Always, or Often



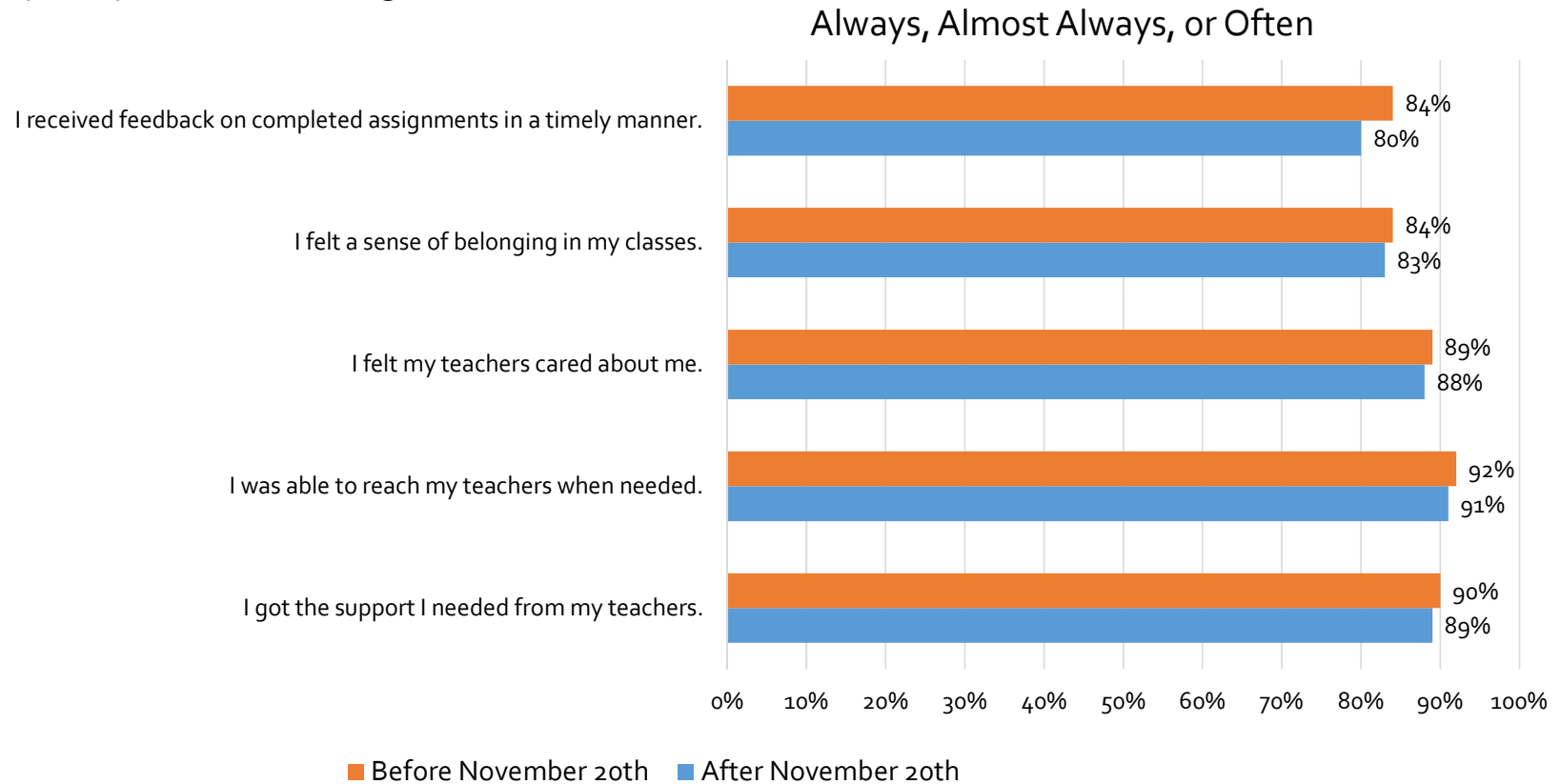
Learning Experience: Middle School Parents – Hybrid (con't)

How frequently did the following occur this fall?



Learning Experience: Middle School STUDENTS – Hybrid (con't)

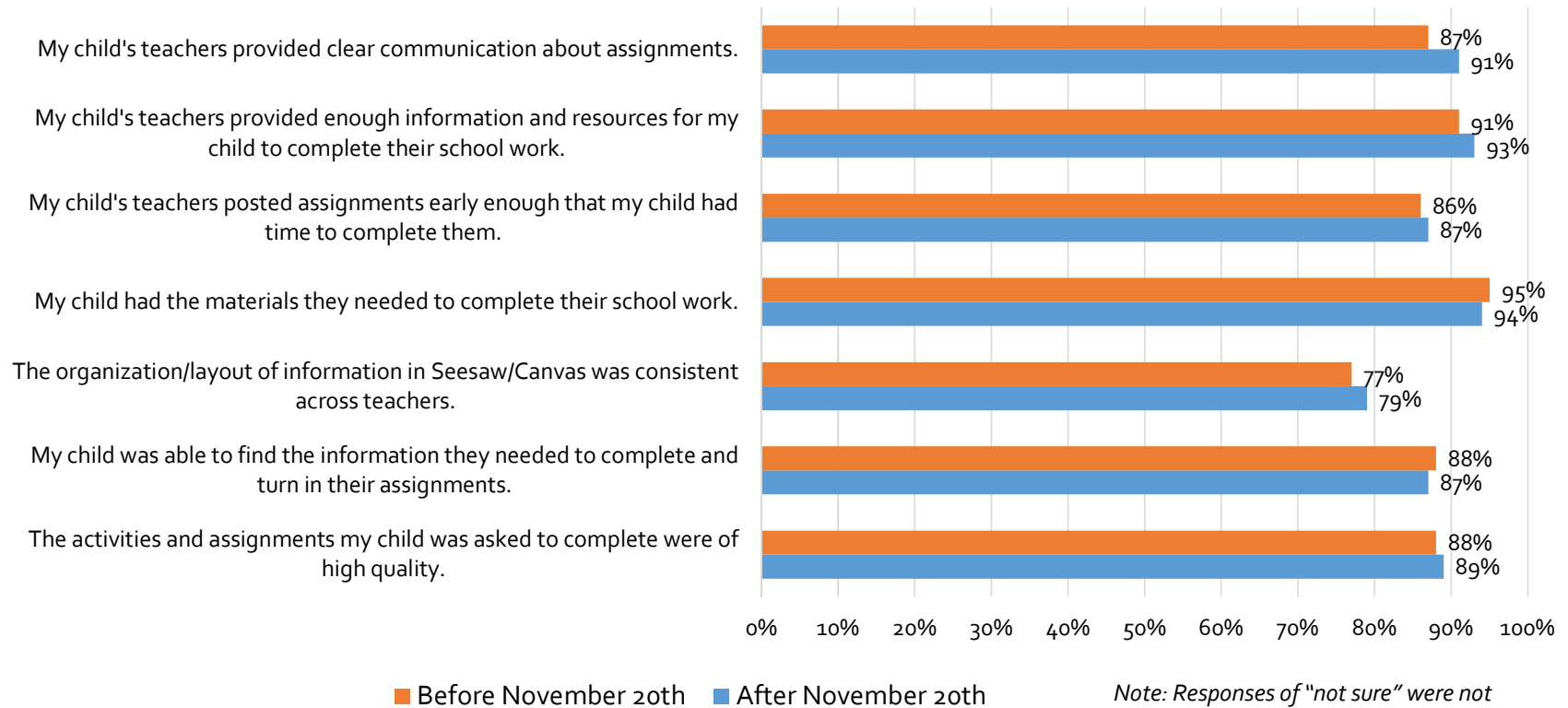
How frequently did the following occur this fall?



Learning Experience: Middle School Parents – Distance Choice

How frequently did the following occur this fall?

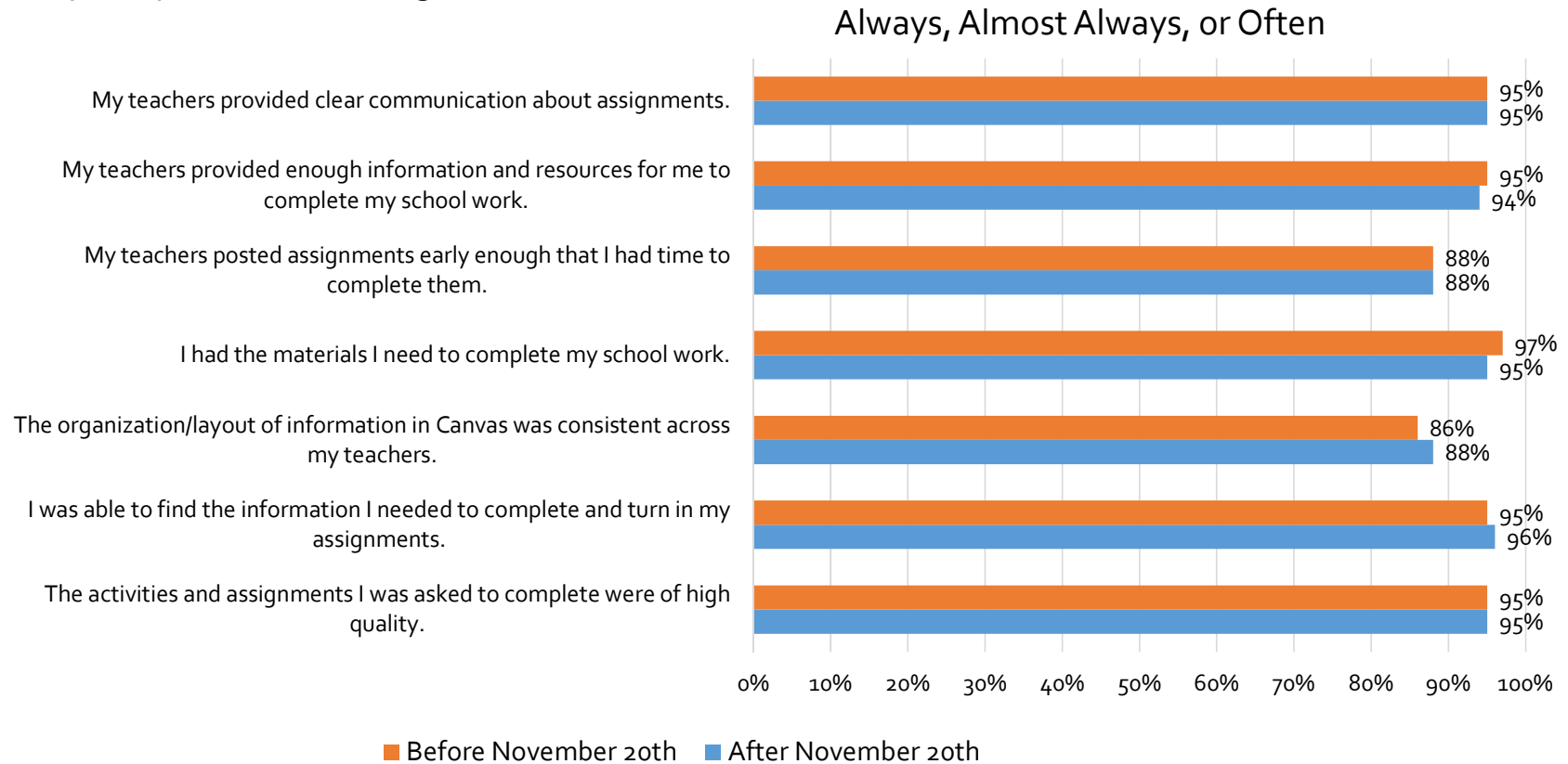
Always, Almost Always, or Often



Note: Responses of "not sure" were not included in the percentage calculation.

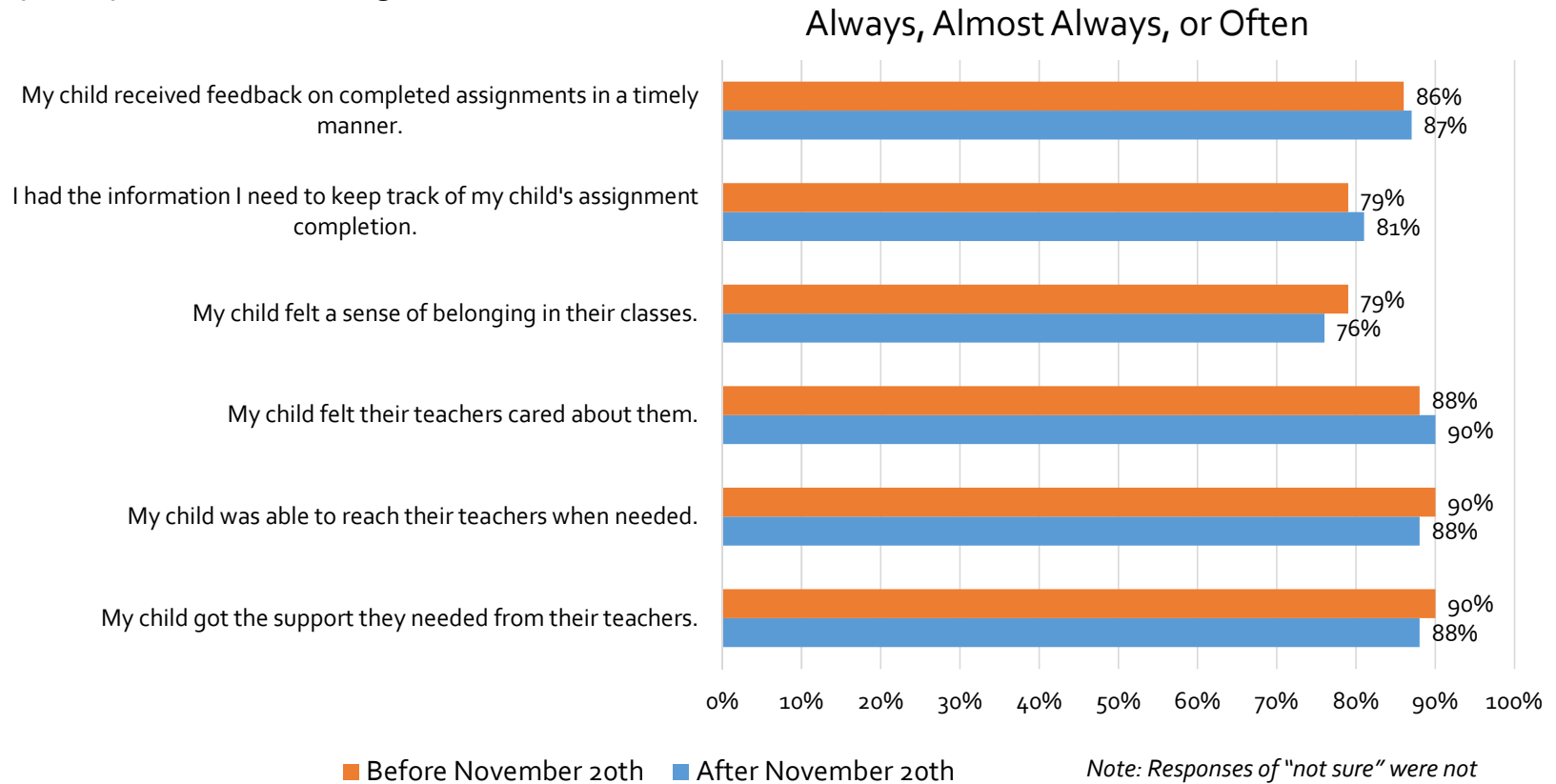
Learning Experience: Middle School STUDENTS – Distance Choice

How frequently did the following occur this fall?



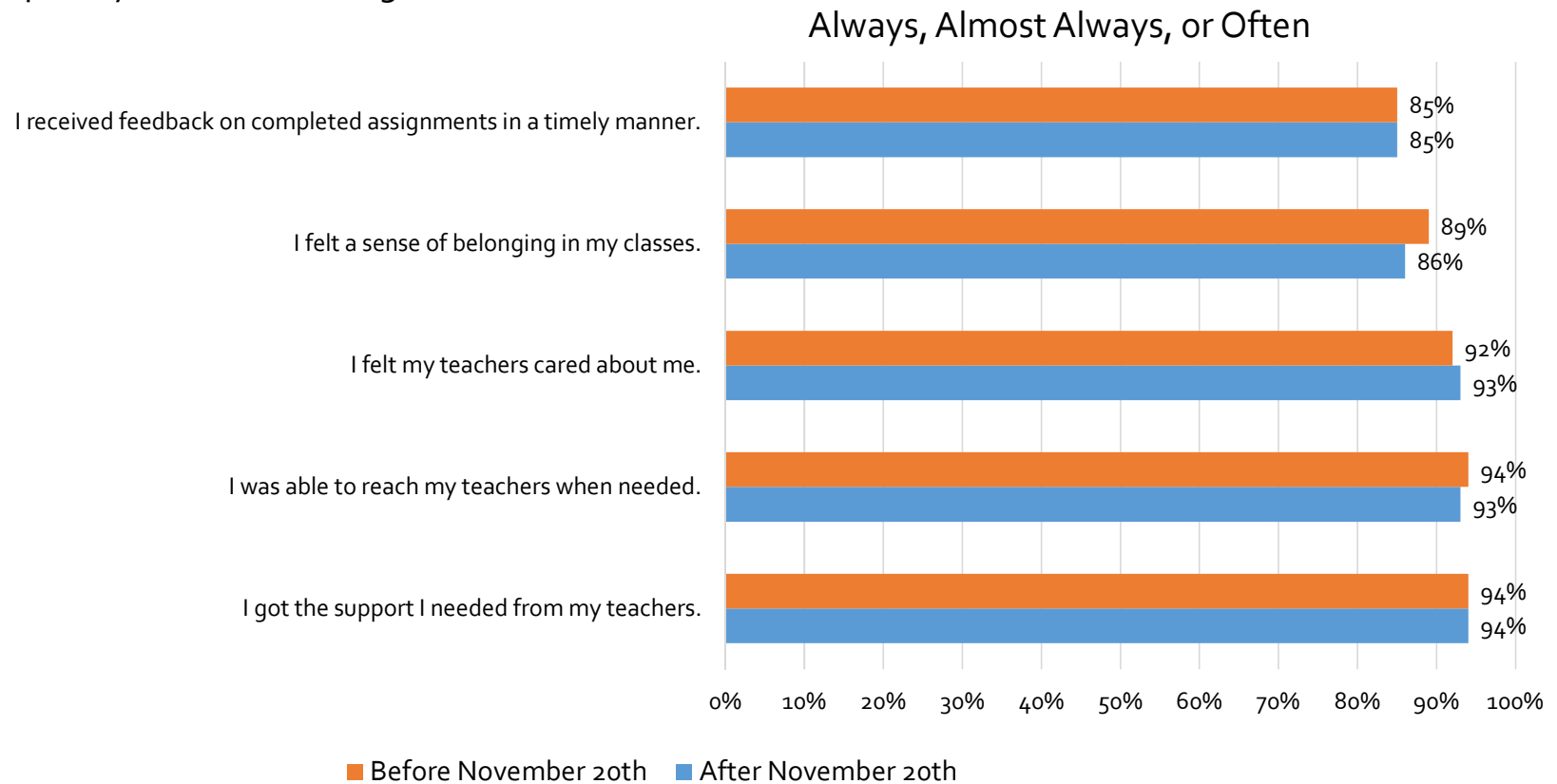
Learning Experience: Middle School Parents – Distance Choice (con't)

How frequently did the following occur this fall?



Learning Experience: Middle School STUDENTS – Distance Choice (con't)

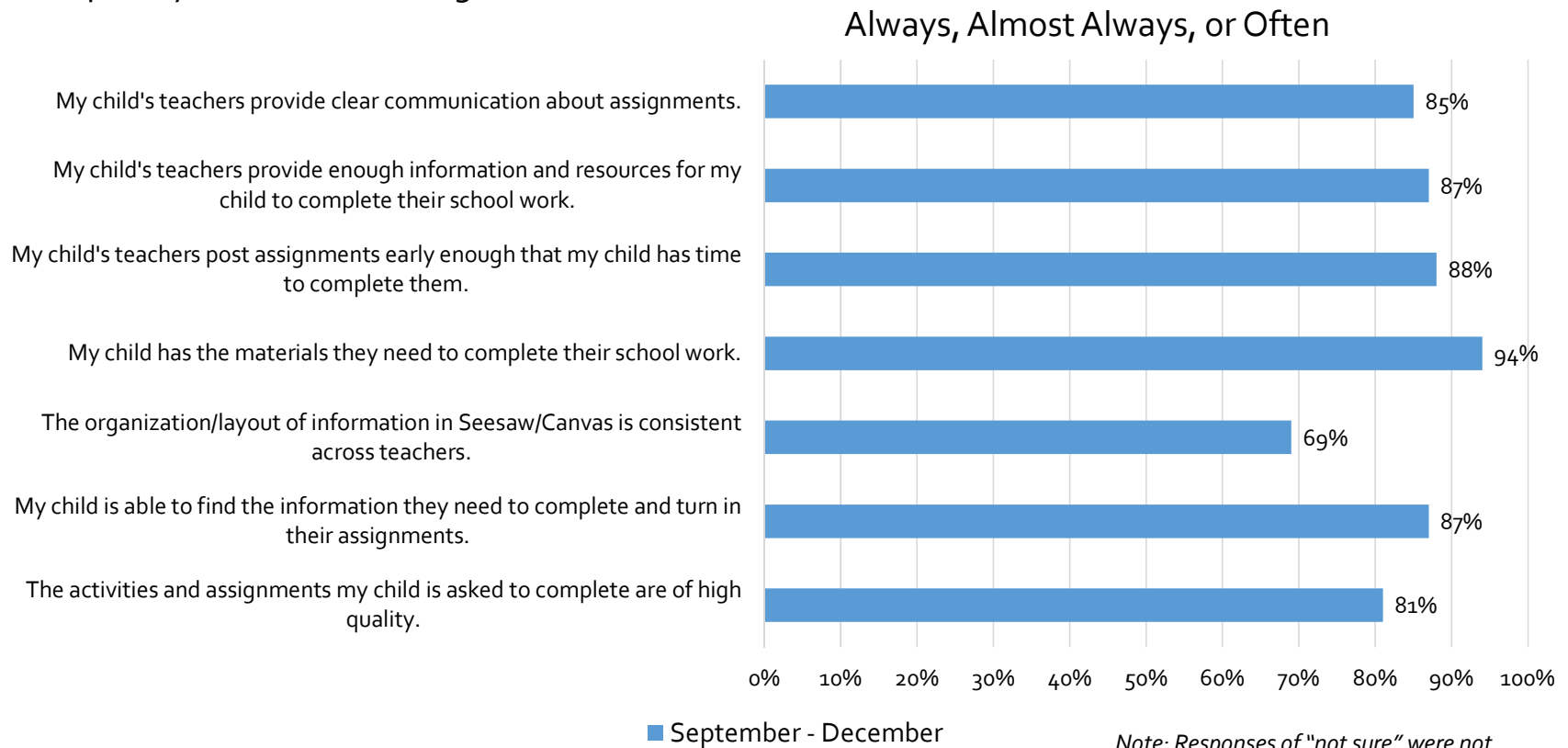
How frequently did the following occur this fall?



LEARNING EXPERIENCE HIGH SCHOOL

Learning Experience: High School Parents – All

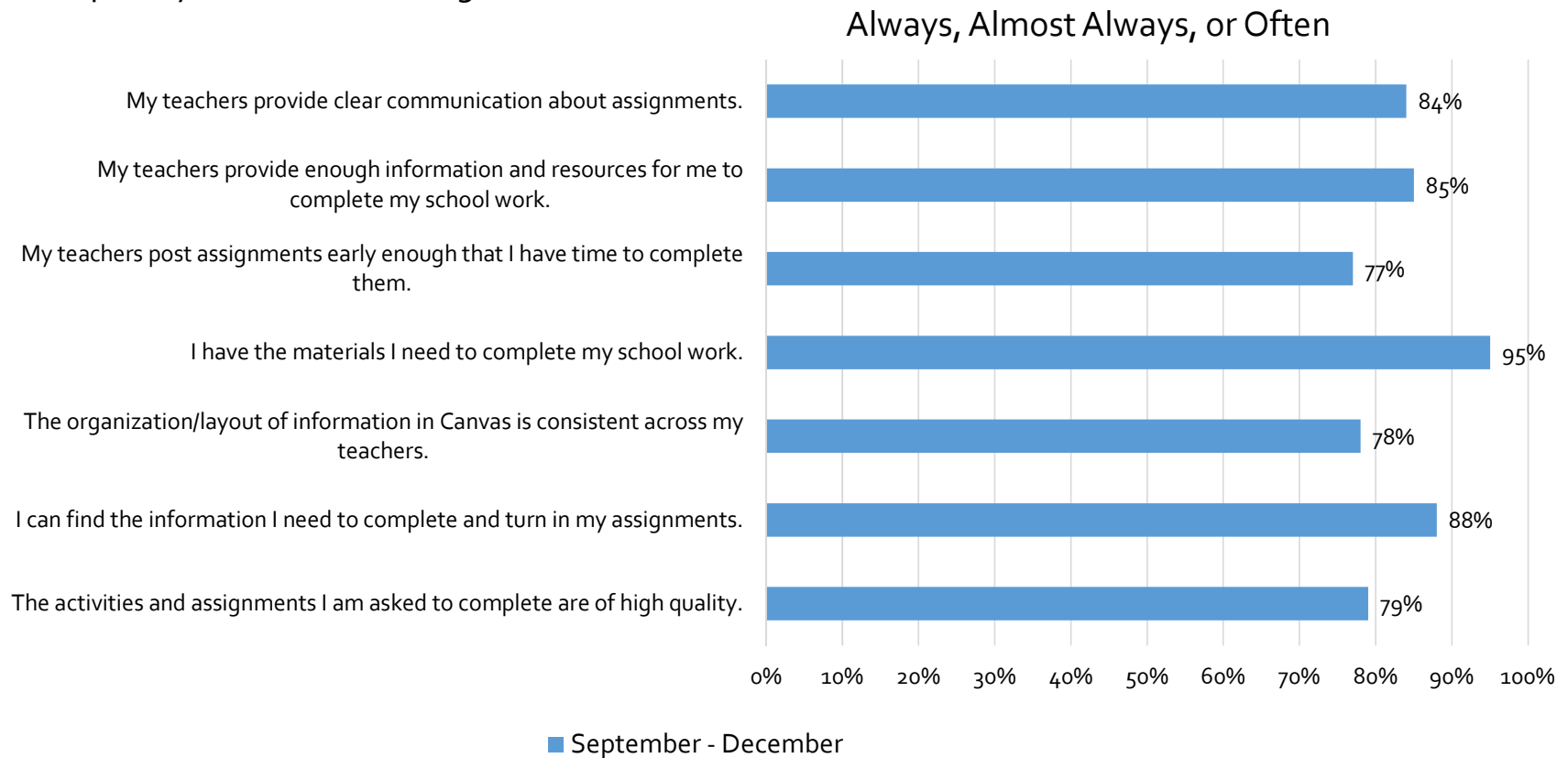
How frequently does the following occur?



Note: Responses of "not sure" were not included in the percentage calculation.

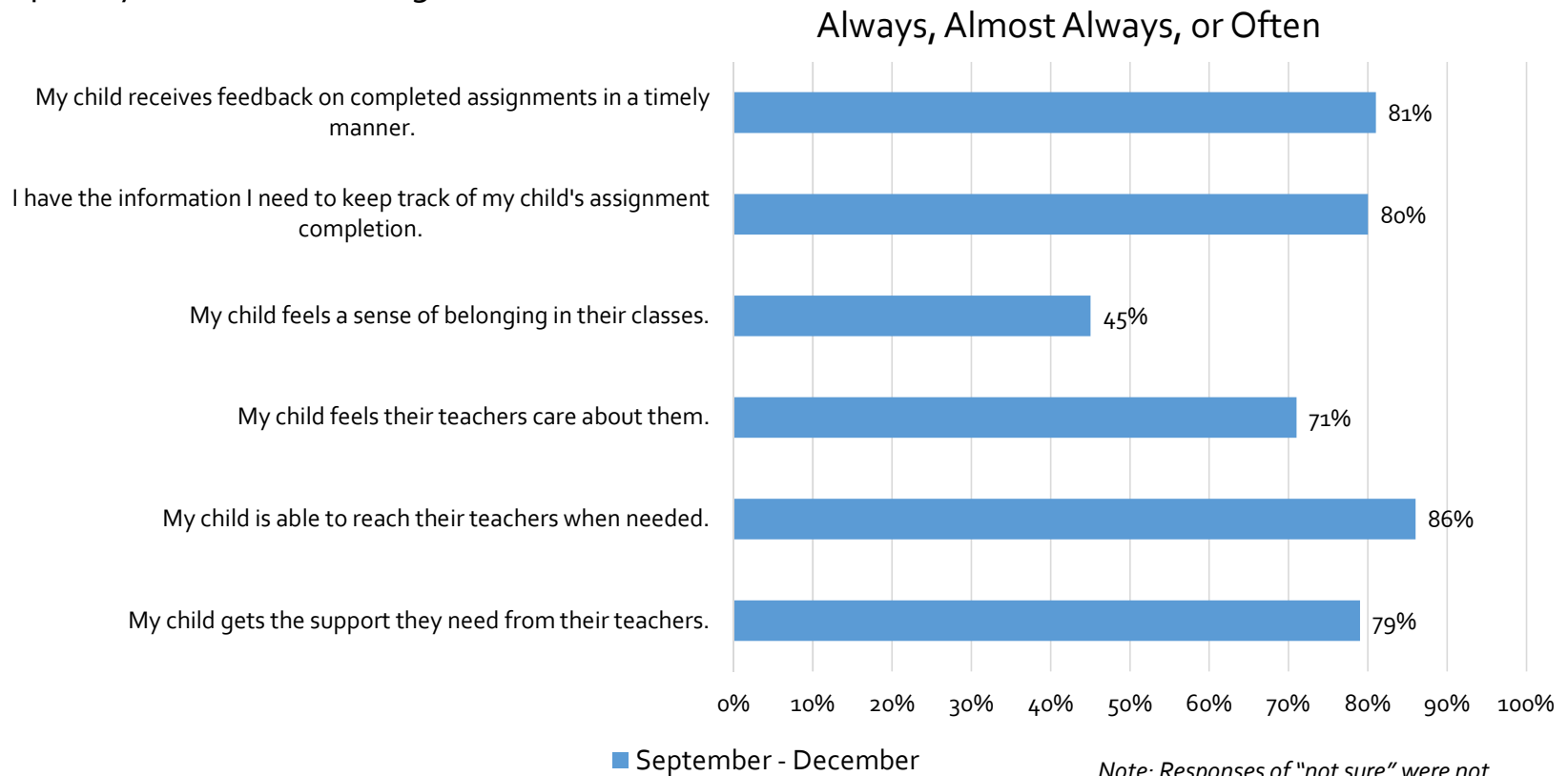
Learning Experience: High School STUDENTS – All

How frequently does the following occur?



Learning Experience: High School Parents – All (con't)

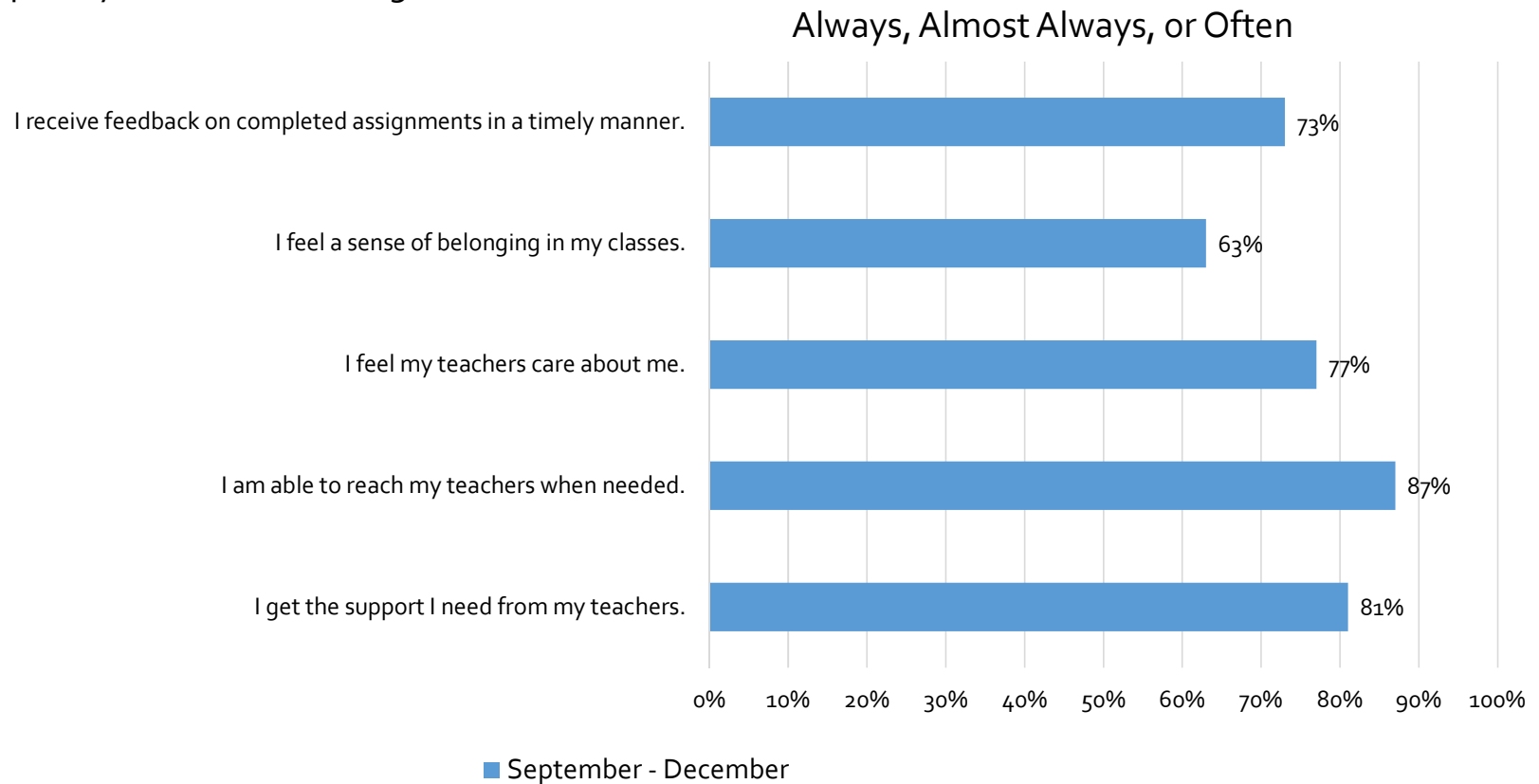
How frequently does the following occur?



Note: Responses of "not sure" were not included in the percentage calculation.

Learning Experience: High School STUDENTS – All (con't)

How frequently does the following occur?

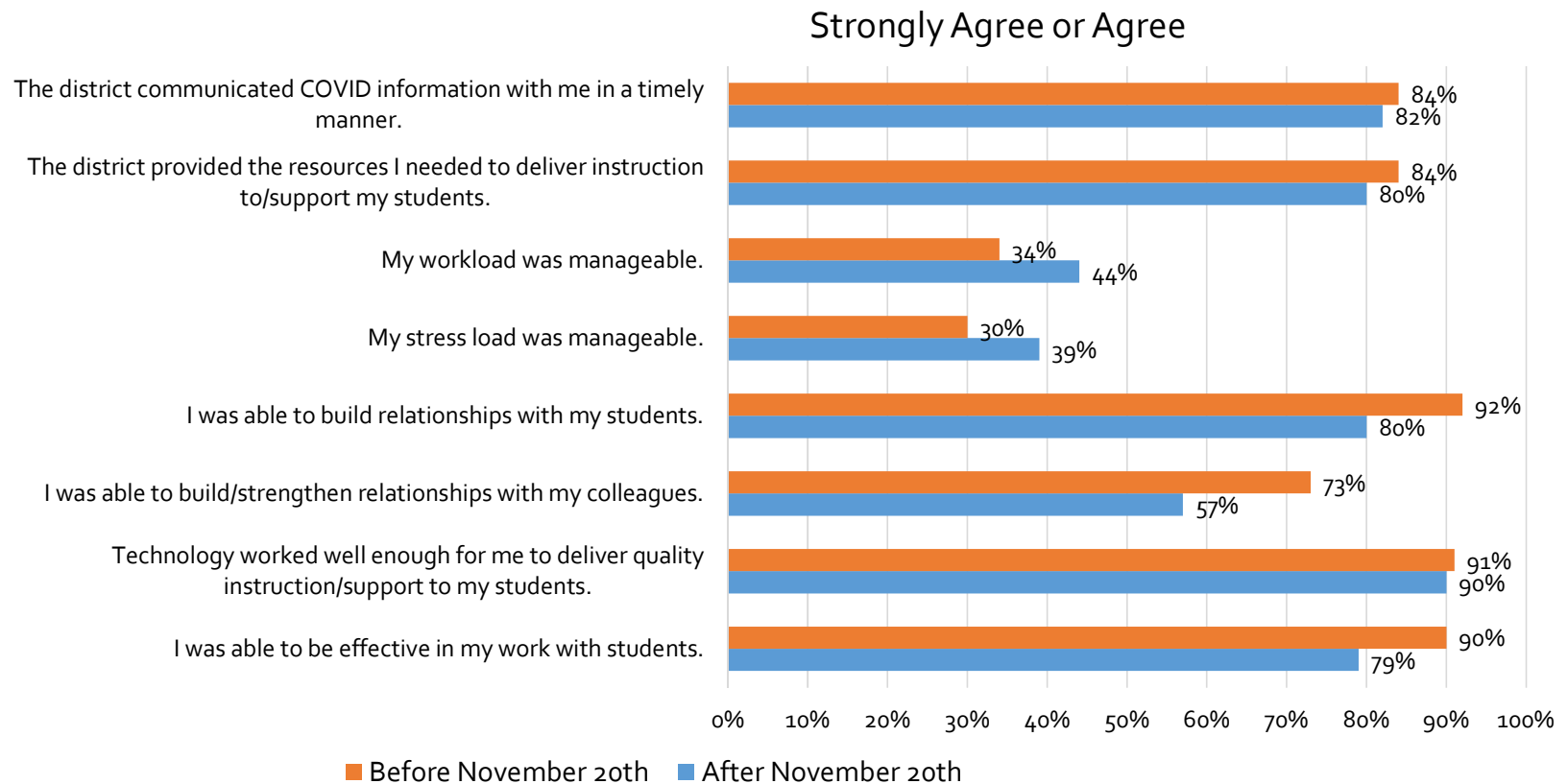


TEACHING EXPERIENCE

EARLY CHILDHOOD INSTRUCTORS

Teaching Experience: Early Childhood Instructors

Please indicate the extent to which you agree or disagree with the statements listed below.



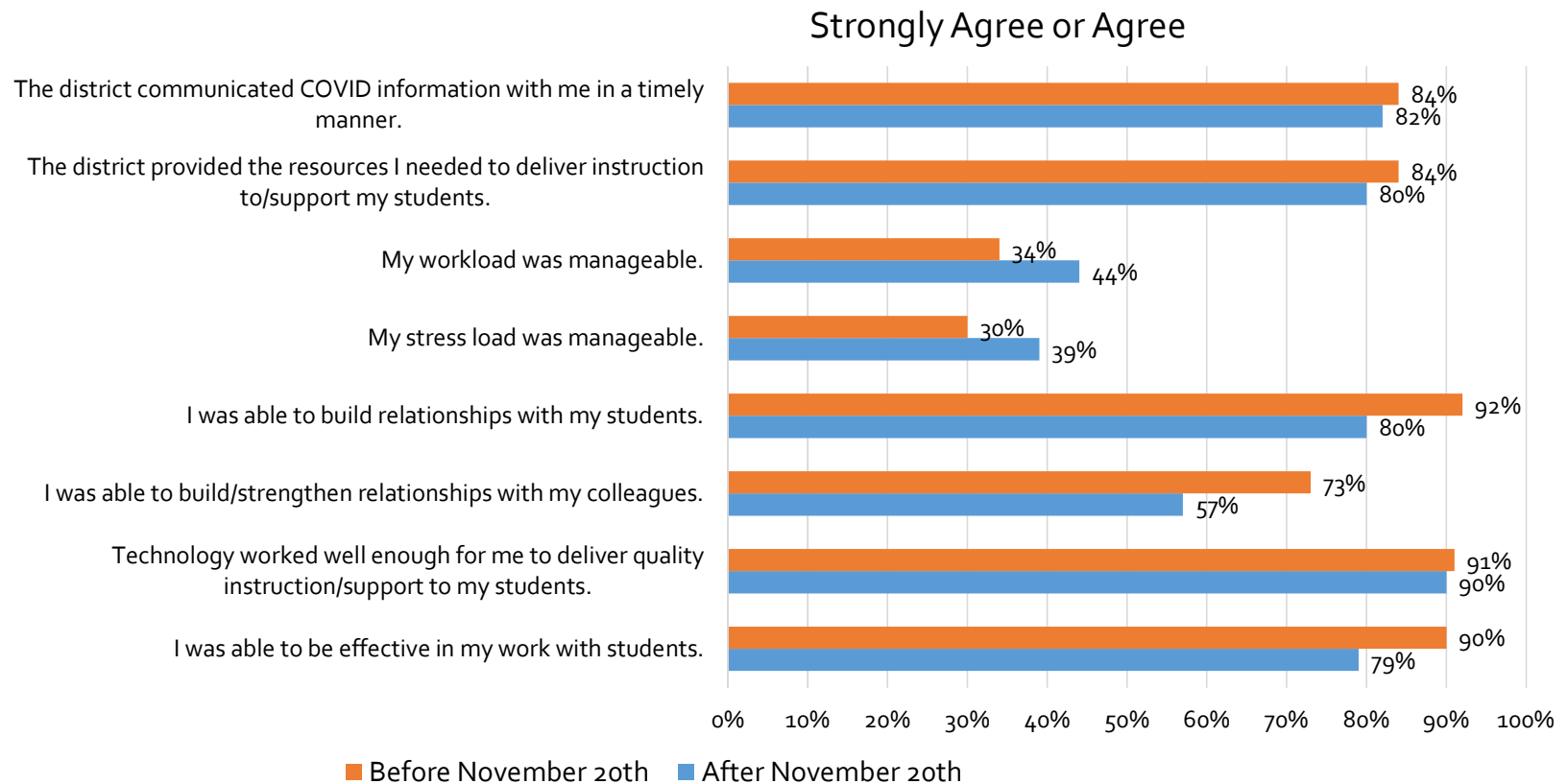
TEACHING EXPERIENCE

ELEMENTARY INSTRUCTORS

- Classroom Teachers
- Elementary Specialists
- Special Education Teachers
- English Learner Teachers
- Academic Intervention Teachers

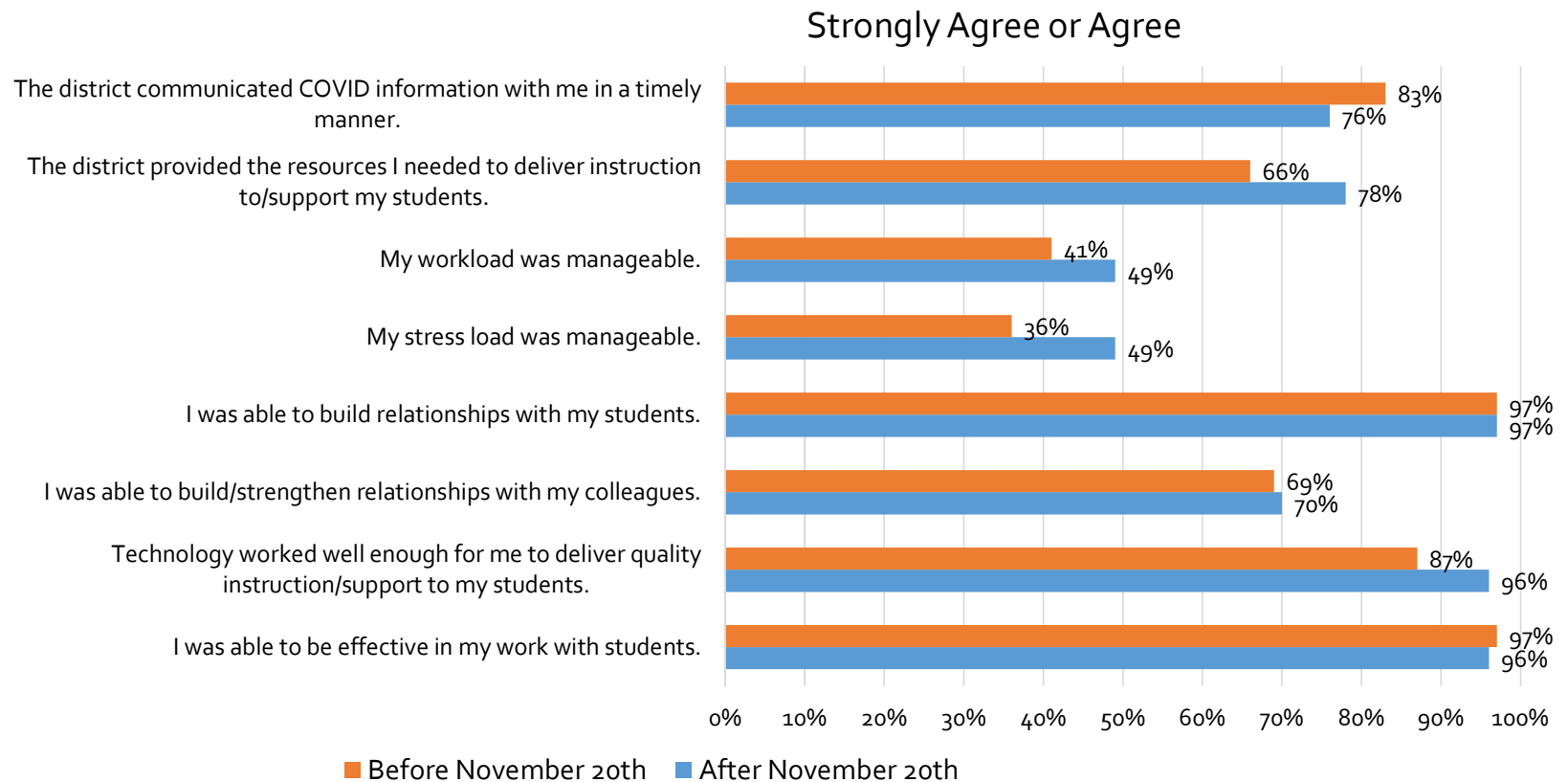
Teaching Experience: Elementary Instructors - Hybrid

Please indicate the extent to which you agree or disagree with the statements listed below.



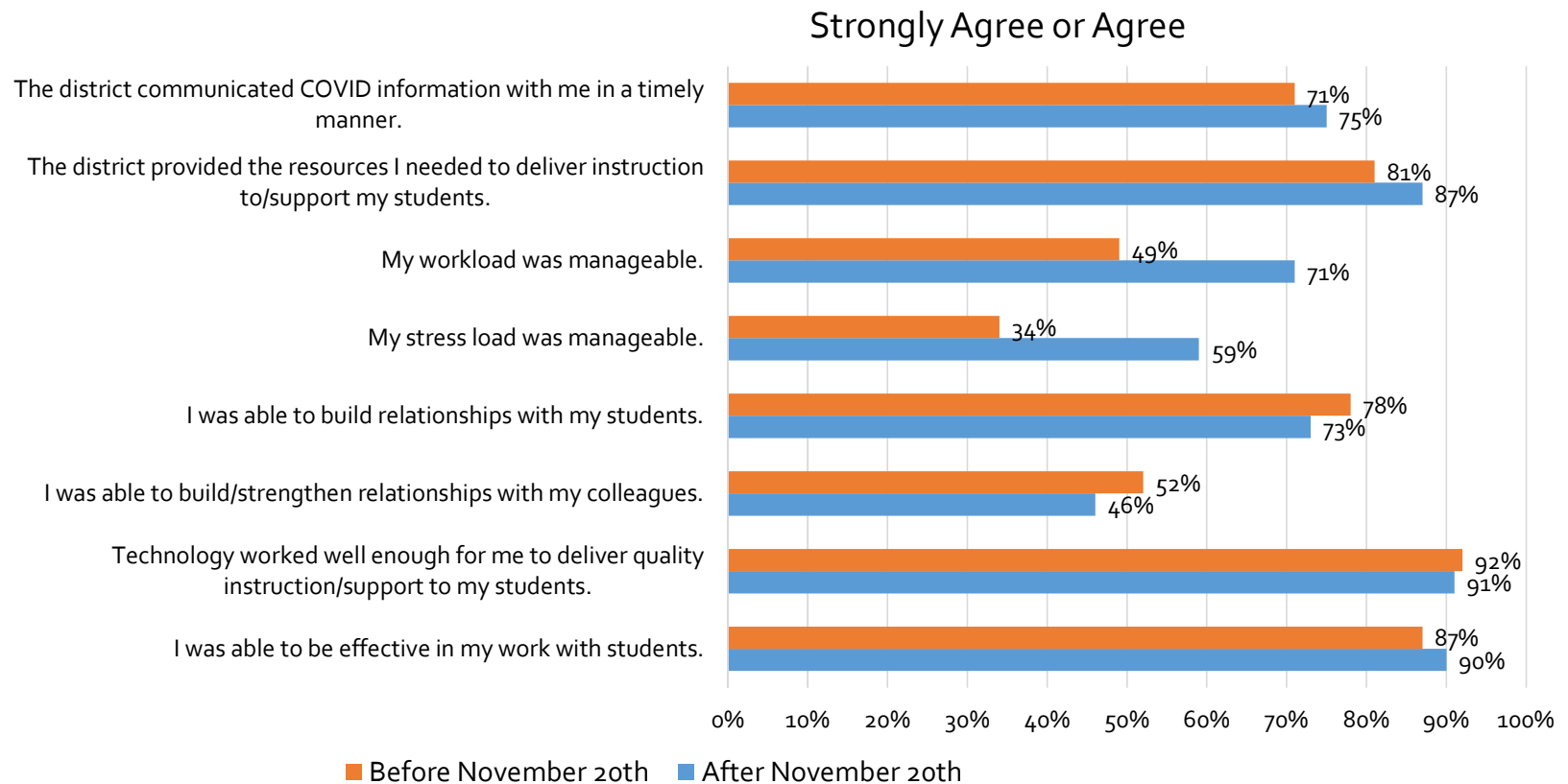
Teaching Experience: Elementary Instructors – Distance Choice

Please indicate the extent to which you agree or disagree with the statements listed below.



Teaching Experience: Elementary Instructors - Both Hybrid and DC

Please indicate the extent to which you agree or disagree with the statements listed below.



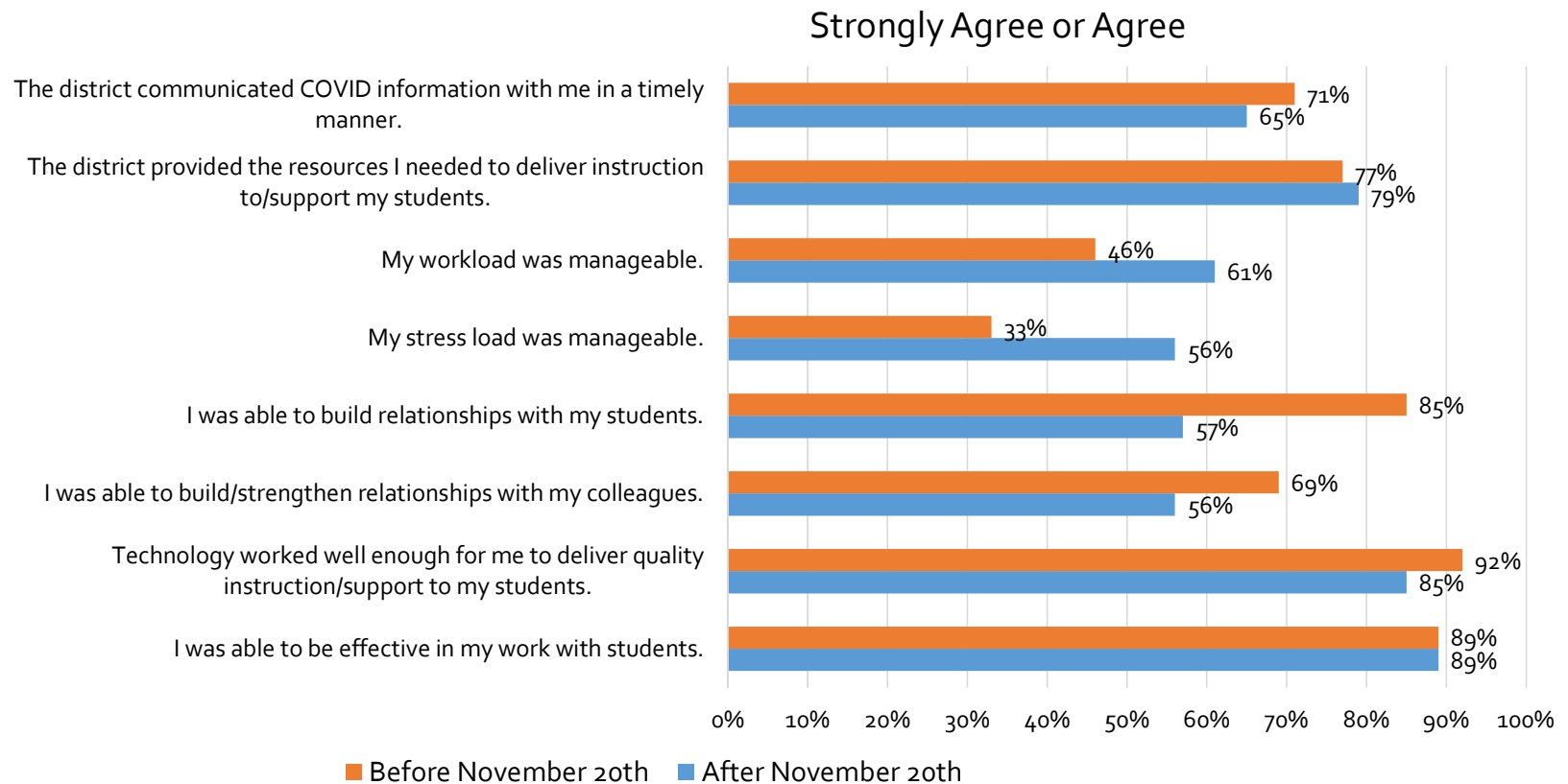
TEACHING EXPERIENCE

MIDDLE SCHOOL INSTRUCTORS

- Classroom Teachers
- Encore Teachers
- Special Education Teachers
- English Learner Teachers
- Academic Intervention Teachers

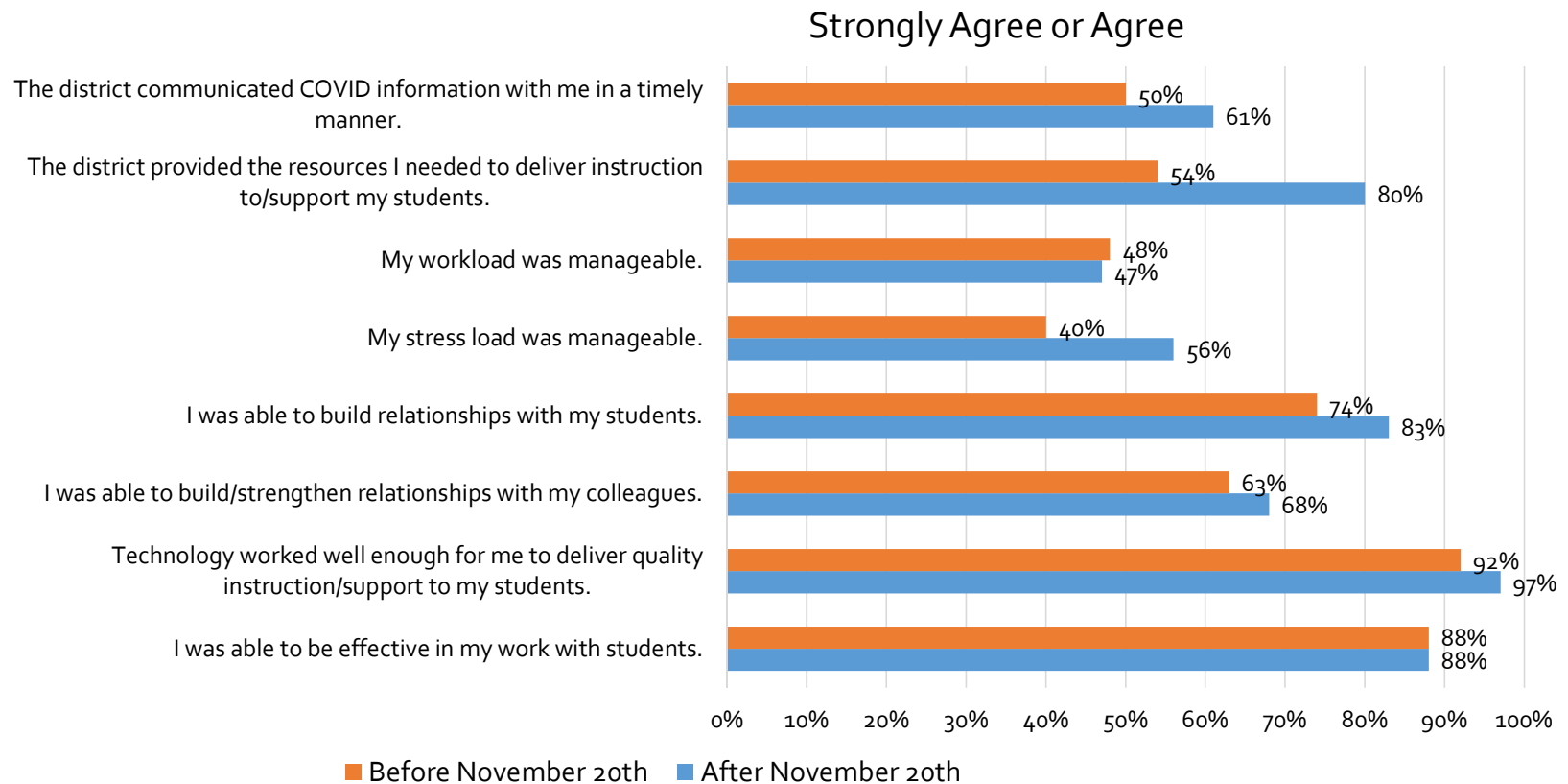
Teaching Experience: Middle School Instructors - Hybrid

Please indicate the extent to which you agree or disagree with the statements listed below.



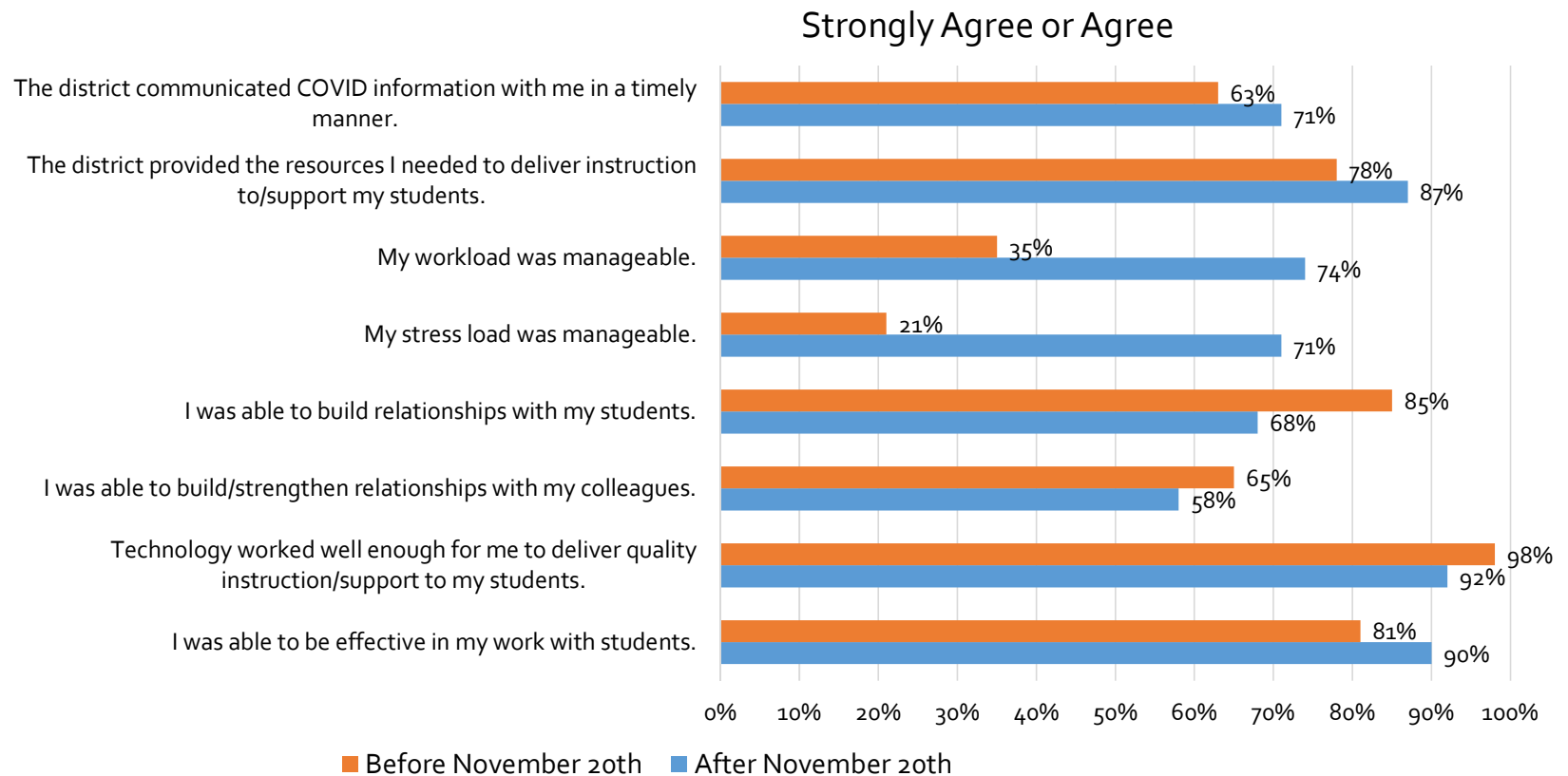
Teaching Experience: Middle School Instructors – Distance Choice

Please indicate the extent to which you agree or disagree with the statements listed below.



Teaching Experience: Middle School Instructors - Both Hybrid and DC

Please indicate the extent to which you agree or disagree with the statements listed below.



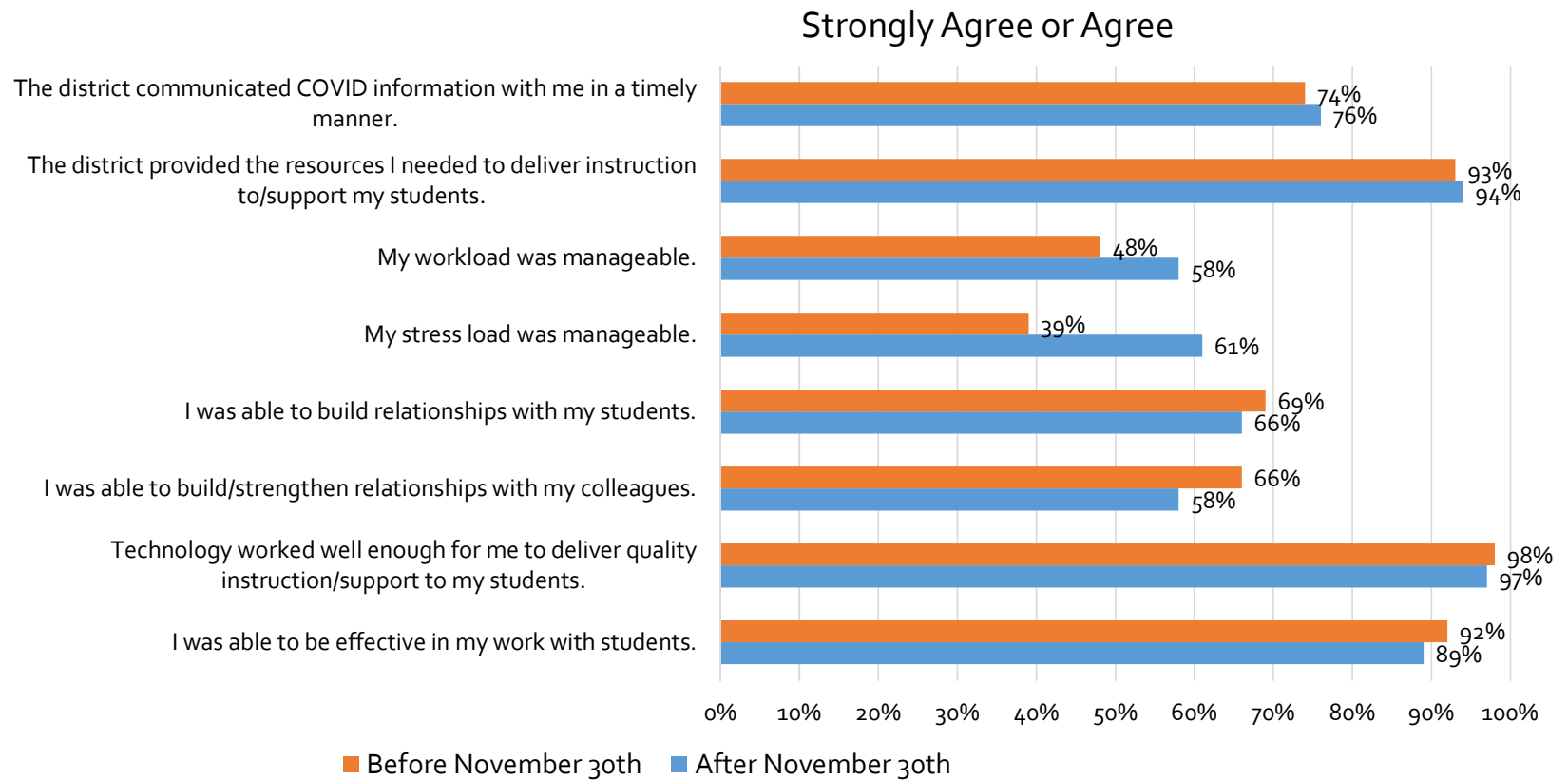
TEACHING EXPERIENCE

HIGH SCHOOL INSTRUCTORS

- Classroom Teachers
- Special Education Teachers
- English Learner Teachers

Teaching Experience: High School Instructors - All

Please indicate the extent to which you agree or disagree with the statements listed below.



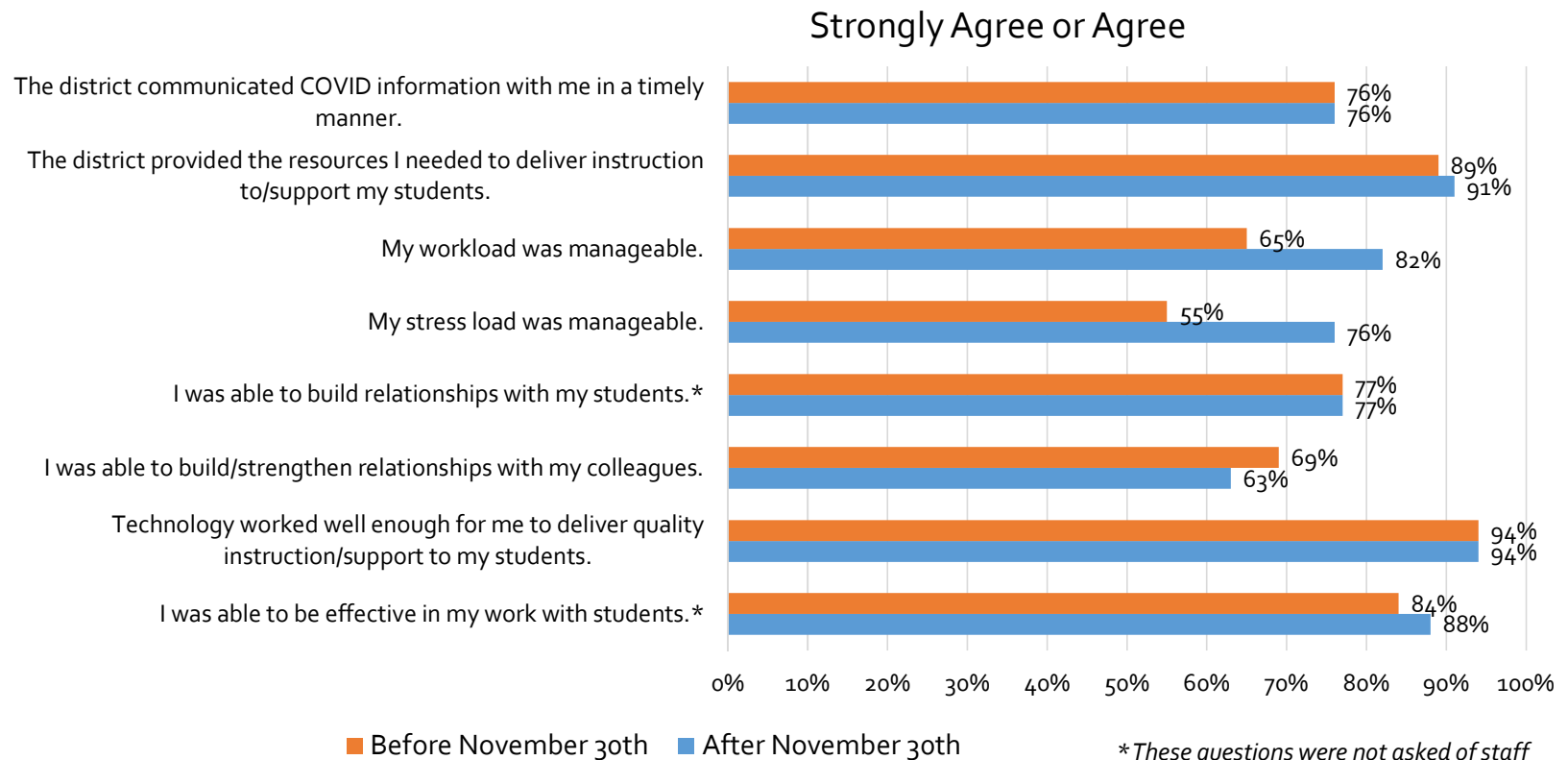
WORKING EXPERIENCE

LICENSED SUPPORT STAFF EARLY CHILDHOOD – TRANSITION

- Social Workers
- Counselors
- Deans
- Student Support Specialists
- Achievement Interventionists
- Psychologists
- Special Education Coordinators
- Peer Coaches
- District Resource Teachers
- Prefer Not to Share

Working Experience: Licensed Support Staff (Pre K – 12+)

Please indicate the extent to which you agree or disagree with the statements listed below.



**These questions were not asked of staff not connected to a school building.*

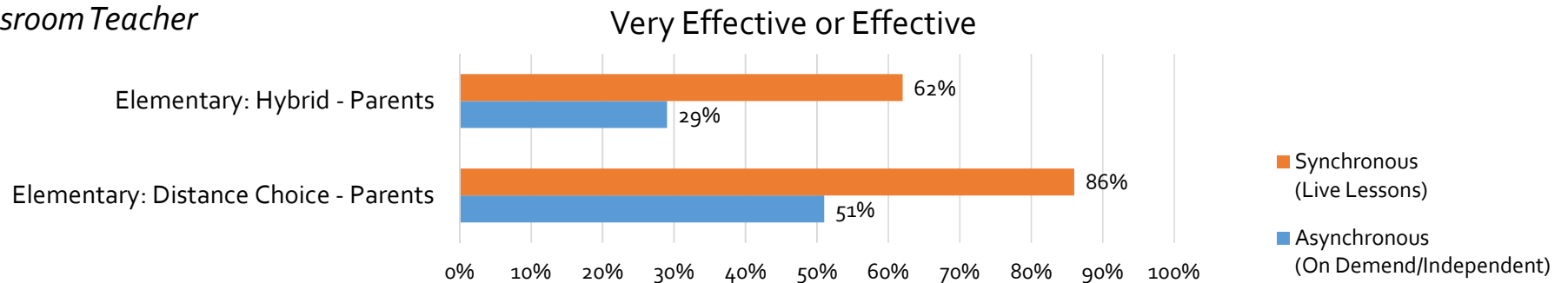
EFFECTIVENESS OF LESSON TYPE

SYNCHRONOUS / ASYNCHRONOUS

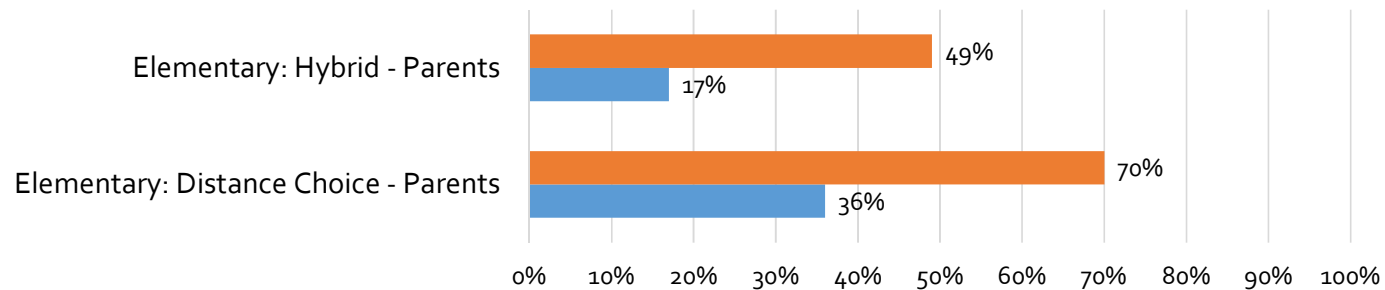
Lesson Type: Synchronous / Asynchronous - Elementary

How effective do you believe the synchronous /asynchronous lessons by your child's classroom and specialist teachers are for your child?

Classroom Teacher



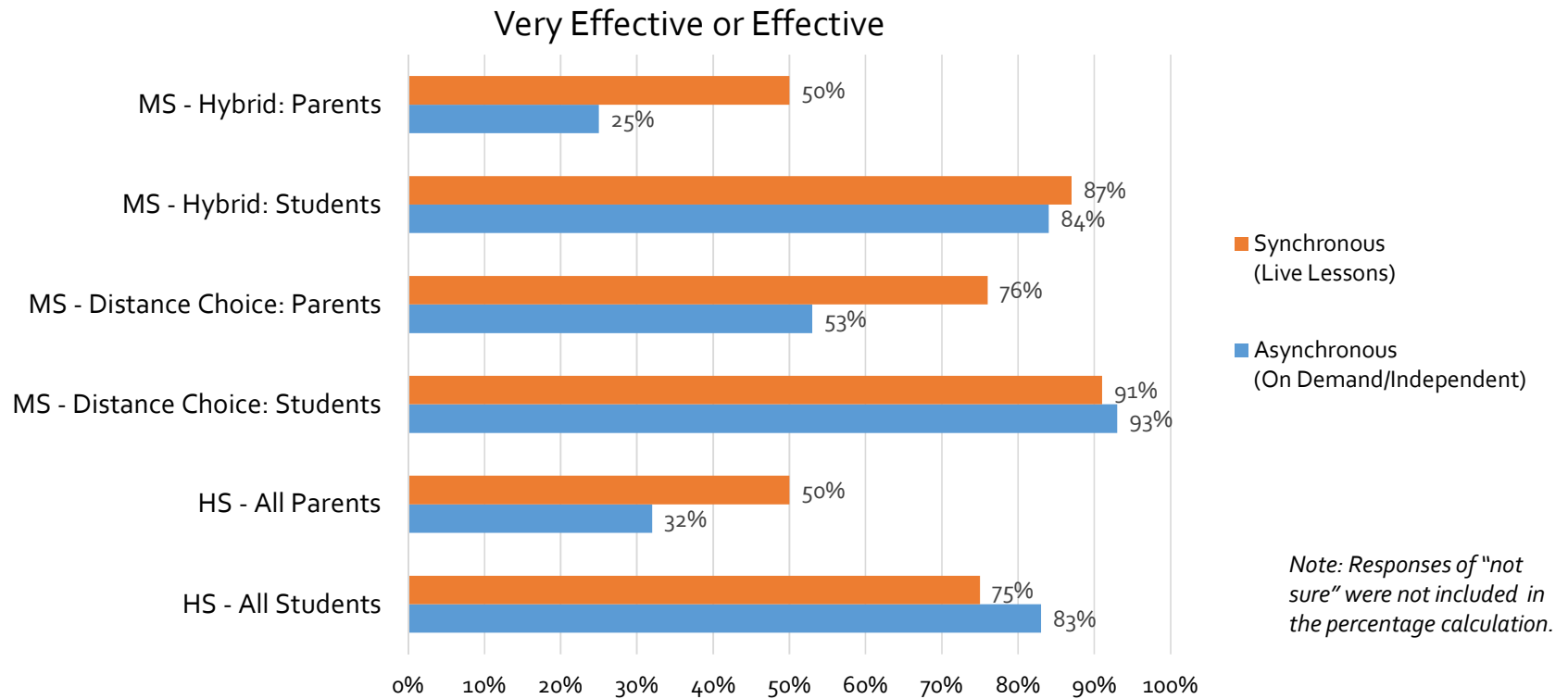
Specialist Teachers (Music, Art, Physical Education, etc.)



Note: Responses of "not sure" were not included in the percentage calculation.

Lesson Type: Synchronous / Asynchronous – Middle & High School

How effective do you believe the Synchronous and Asynchronous lessons are for you/your child?

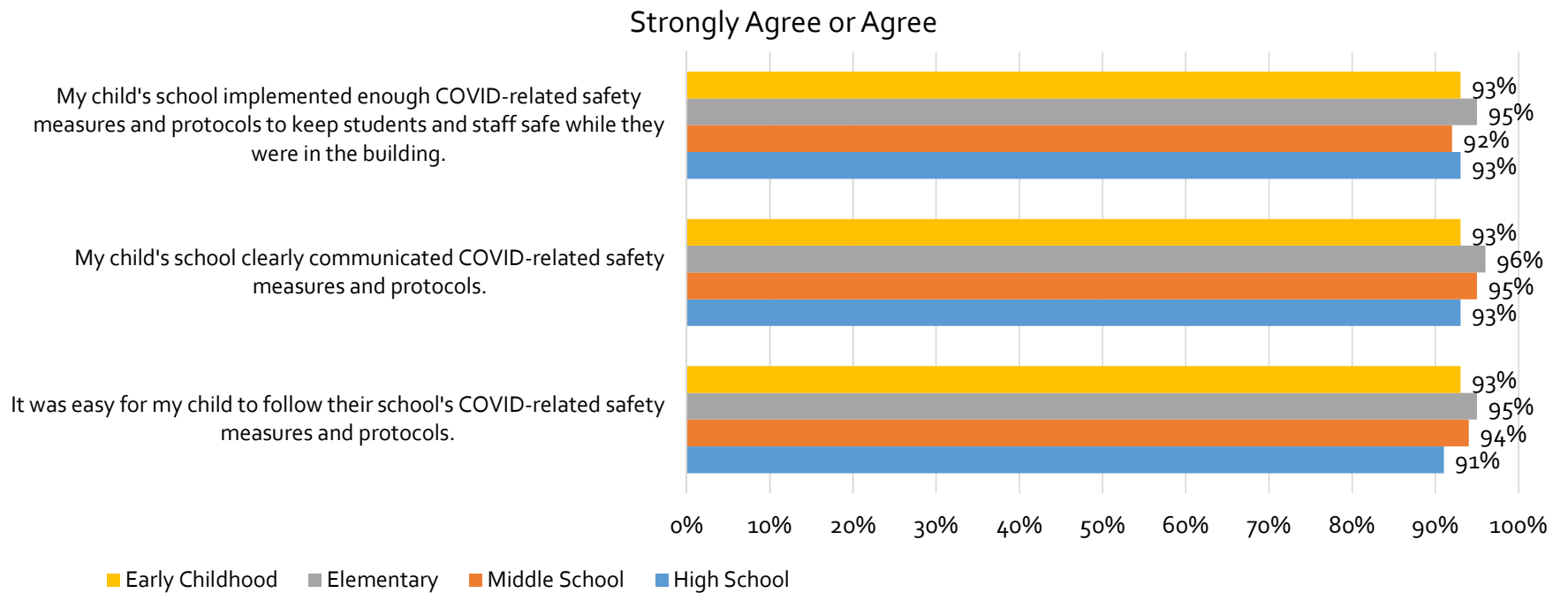


DISTRICT SAFETY PROTOCOLS

Safety Protocols - Parents

Please indicate the degree to which you agree or disagree with the statements below.

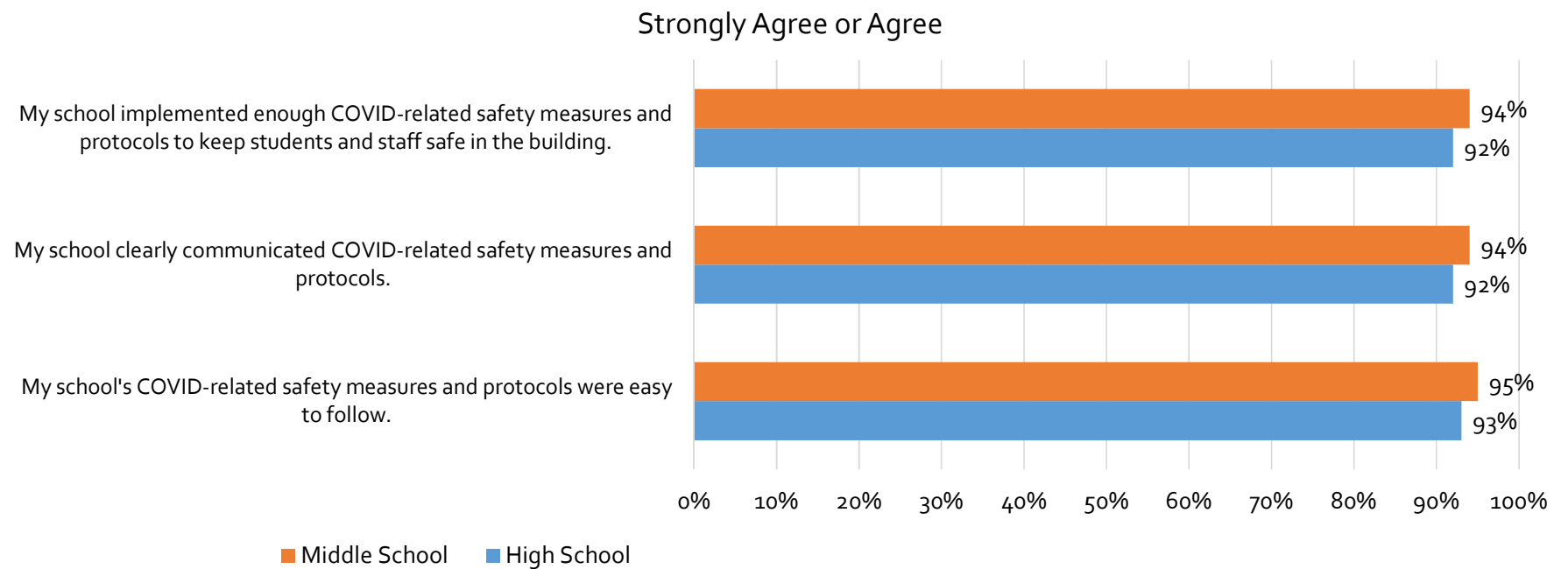
(The questions below were only asked of parents who indicated that their child had participated in classes on-site this fall.)



Safety Protocols - Students

Please indicate the degree to which you agree or disagree with the statements below.

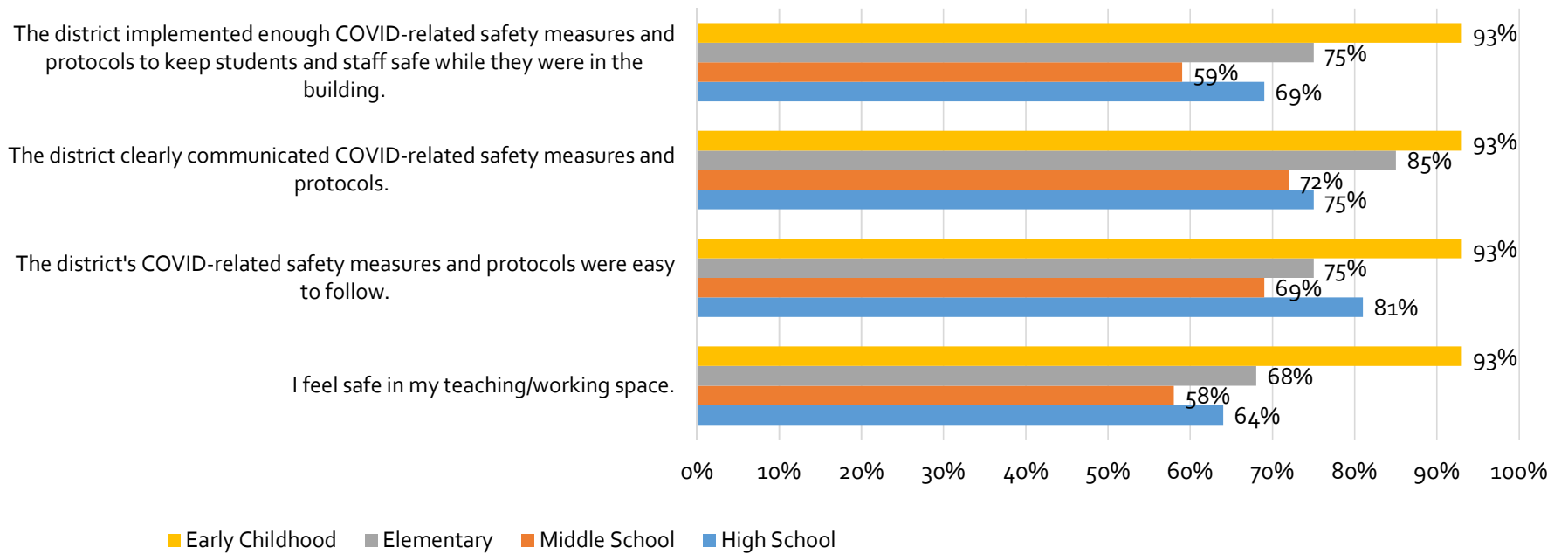
(The questions below were only asked of students who indicated that they had participated in classes on-site this fall.)



Safety Protocols - Staff

How frequently did the following occur?

Strongly Agree or Agree



For more information or questions about the contents of this report, contact:

Stacey Lackner, Ph. D.

Director of Research and Evaluation

Stacey.Lackner@wayzataschools.org

- C. **Human Resource Services Reports**
 - D. **Communications**
2. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.