

## **Special Business Meeting**

Tuesday, February 23, 2021 6:00 PM  
Online Meeting

1) **Call to Order and Roll Call**

2) **Adoption of the Agenda**

3) **New Business**

a. Declaring February 26, 2021 as 'Tyler Johnson Day' within Minneapolis Public Schools

b. COVID-19 Response Update

c. In-Person Learning Option for 6th-12th Grades and Transition Plus

4) **Adjournment**

SPECIAL SCHOOL DISTRICT NO. 1  
Board of Education

February 23, 2021

**Declaring February 26, 2021 as ‘Tyler Johnson Day’  
within Minneapolis Public Schools**

*WHEREAS*, On February 7<sup>th</sup>, 2021, Minneapolis Public Schools (MPS) alumnus Tyler Johnson became a Super Bowl champion with his team the Tampa Bay Buccaneers; and

*WHEREAS*, Mr. Johnson was a successful student athlete during his time at MPS, including at Cityview, Northeast Middle, and North High School; and

*WHEREAS*, Mr. Johnson has used his platform at both the University of Minnesota as well as in the NFL to promote youth sports, North Minneapolis, and community service; and

*WHEREAS*, the School Board, district and school leaders, teachers, classmates, and teammates are proud of what Tyler has accomplished and watch with excitement for what he will do next.

*NOW, THEREFORE BE IT RESOLVED*, that the Board of Directors of Special School District No. 1, hereby declares February 26, 2021 as ‘Tyler Johnson Day’ within Minneapolis Public Schools.

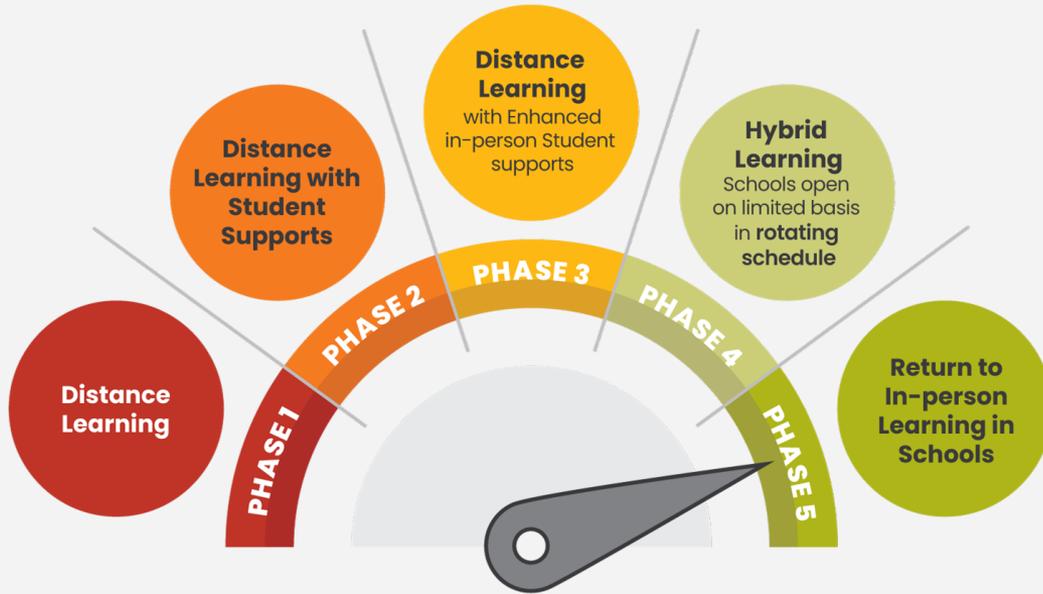
Signed by:

\_\_\_\_\_  
Kim Ellison  
Board of Education Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Josh Pauly  
Board of Education Clerk

\_\_\_\_\_  
Date



# Special Business Meeting

February 23, 2021

# Superintendent's Update

# New MDE Guidance (February 17, 2021)

- All districts **must offer some type of in-person learning** by March 8
- Districts **must still offer distance learning** option
- **Rolling starts no longer required**
- **Schools should monitor COVID spread within a school** and staffing capacity for decision-making instead of county level data
- **Regular COVID testing recommended** for staff and students
- **Secondary social distancing required** to be at least 3 feet
- **Seating charts required at secondary lunch time**, with recommendation for students eating with same students daily
- Requirement to meet with Regional Support Team ended, but **partnership will continue**

# Secondary Phase 3 Overview

- Targeted Supports for students Grade 6 through Transition Plus beginning March 1 in some schools, prioritizing:
  - **Students receiving special education services**
  - **English Learning students**
  - **Students experiencing homelessness**
  - **Students in foster care**
  - **Students struggling academically**
  - **Students off track for graduation**
- Each school building designs and invites students per their building data; can begin March 1
- Student and staff participation voluntary
- Supplemental Supports while instruction is in distance learning
- Transportation may be able to be provided for some student groups
- Meal service provided
- Health and safety protocols enforced

# Phase 5 Overview - Middle Grades (Grades 6-8)

- **Starting April 19**
  - **One week after Grades 9-12** to promote smooth transition and capacity related to transportation and staffing (including subs)
- **Phase 5 In-Person Learning based on family preference** through registration
- **Distance learning available** for those who prefer
- **Recommending in-person vs. hybrid** because:
  - More in-school support for students
  - Better able to establish rituals and routines
  - Student numbers will be decreased because some will remain in distance learning
  - Operationally more viable
- **Working on providing adequate bus transportation**
  - Concurrent MCA and ACCESS testing
  - Offering mileage reimbursements to transportation-eligible families who transport students themselves



# Phase 5 Overview - High Schools (Grades 9-12)

- **Phase 5 In-Person Learning based on family preference** through registration
- **Distance learning available** for those who prefer
- **Recommending in-person vs. hybrid because:**
  - More in-school support for students
  - Better able to establish rituals and routines
  - Student numbers will be decreased because some will remain in distance learning
  - Operationally more viable
- **Working now to address complex scheduling against staffing availability** to ensure required graduation credits
- **Additional considerations** such as graduation, prom, ACT must be addressed

# Secondary Special Education Services Return to Phase 5

## Group 1: Student Start Date March 22

- Students in Federal Setting III Citywide Programs Grades 9-12
- Transition Plus Team 1 students
- Harrison Green Team students
- River Bend High School students

In-person staff return to building: **March 15**

Transition planning week: **March 15-19**

In-person schedule: **5 days a week**

## Group 2: Student Start Date April 12

- Students in Federal Setting III Citywide Programs Grades 6-8
- Remaining students for Transition Plus and Harrison
- River Bend and Metro Programs/Wilder Grades 6-8

In-person staff return to building: **March 29**

Transition planning week: **March 29 - April 1**

In-person schedule: **5 days a week**

# Challenges to Returning to Secondary In-Person Learning

- **Transportation capacity** including on Metro Transit as well as school buses
- **Staffing capacity** due to increased need and anticipated increase in absences (quarantine etc.)
  - Reserve teachers, health services, operations, SEAs and others
- **Student capacity related to space and square footage necessary** to maintain required 3 feet of distancing
- **Impact of trauma** of students re-entering in-person learning
- **External community factors**
- **Academic scheduling** complexity (9-12)
- **Large event health and safety** (prom, graduation, athletics)



# Health & Safety Guidance

# Current Case Data

**14.1 cases per 10,000:** City of Minneapolis current cases (as of February 16th)

**18.1 cases per 10,000:** Hennepin County current cases (as of February 15th)

**Under 20 cases per 10,000** since February 4

## Demographics:

- Hispanic population under 30 cases per 10,000
- All other demographics under 20 cases per 10,000

# Social Distancing and Minimizing Exposure

- Social Distancing means **keeping space between yourself and others**
  - A **critical tool** in decreasing the spread of COVID-19
  - **Create as much space as possible** between people, a minimum of 3 feet is recommended for secondary students
- **Adults should be 6 feet apart** or use additional personal protective equipment
  - **Classrooms will be set for as much space** as possible



# Monitoring Social Distance

## Ways we will create and monitor social distancing practices

- **Arrange classroom furniture and/or reduce class size** or use alternative spaces for instruction
- **Mark off 6-foot distance** in areas where staff or students might congregate or have to wait (ex. Arrival, dismissal, etc.)
- **Keep students in small cohort groups** for lunch time with seating charts
- Whenever possible, **hold physical education outside** and encourage participants to spread out. Masks must be worn indoors during physical education classes.

# Face Coverings and Personal Protective Equipment (PPE)

- **Face coverings or masks will be required** at all times unless there is a medical, developmental or behavioral condition that makes it unreasonable to wear a mask
  - **Clear face masks** will be available where staff are serving students in a setting where seeing a person's lips is necessary.
- **Face shields with face masks together** will be strongly recommended for adult use whenever possible during the school day
- **Staff engaged in direct student support services will have additional PPE available**
- **COVID Program Coordinator will monitor inventory of PPE** and ensure items are reordered prior to being needed via the [PPE Request Form](#).

# Positive COVID Case Response and Actions

# Response to Positive Cases

- For adults, staff will contact Rochelle Cox
- For students, school Licensed School Nurses will lead efforts
- **Access Building Access Logs and staff directory** with phone numbers will be used for contact tracing
- **Minnesota Department of Health (MDH) and the Minneapolis Health Department (MHD) have decision-making authority** about positive cases, high- and low-risk contacts and make recommendations on building closures
- **Confidentiality is key** in these situations. Health Services department will help with communications to staff and families

# Understanding Close Contacts and Low-Risk Contacts

## Close Contacts

- Anyone who spent cumulative 15 minutes or more within 6 feet, regardless of mask use
- Exceptions depend on setting, length of contact, activity

## Lower-Risk Contacts

- In certain situations, individuals may have been with a confirmed positive COVID-19 case, but not be considered close contacts
- May be asked to more closely monitor symptoms without quarantining

## Isolation / Quarantine

- Minimum 10-day isolation for lab confirmed positive COVID-19 cases
- 7- to 14-day quarantine for contacts from last day of exposure

# Building Closure Recommendation

## **No recommendation to close** entire building

- Consider where case was in building
- Consider how much time has passed

## **Surface transmission poses very low risk**

## **City of Minneapolis will partner with MPS** on recommendations moving forward

As we bring in middle and high schools, it will become more challenging to contact map and larger numbers of students will need to quarantine. We might see more building closures also.

State guidance also recommends a building closes if more than 5% of staff and students have symptoms - similar to influenza season.

# Illness Reporting

- **Important to educate and remind staff, students and families about signs of illness** and to stay home if presenting with any symptoms
- **Be diligent about staff taking student attendance daily;** ensure all staff and community providers **sign in every time they enter building**
- **Illness rooms have been created at each school** for any students who become ill during the day.
- **Transportation will be available** for ill students who need to go home or to medical care if their guardian cannot pick them up in a reasonable amount of time.

# Return to In-Person Learning and Positive COVID Cases

# Notification for Close Contacts

## Staff

- Principals will receive a communication from Rochelle regarding staff who need to isolate/quarantine.
- Principal will communicate to staff member their return date.
- Principal will decide if staff member can telework.
- Principal will assist staff member with leave paperwork, if needed.

## Students

- Site Health Services Team and Health Services will notify families whose student needs to isolate/quarantine
- The return date for students will be shared with the Principal.
- Principal will share information with families about switch to distance learning.

# General Notifications to School Communities

## **For staff:**

- Rochelle will send Principal a general notification letter for all staff
- Principal will hold staff meeting as appropriate

## **For families:**

- Rochelle will send Principal a general notification letter for families

# COVID Dashboard Updated Notifications

## COVID Cases at MPS Schools

### State Reported Data

N/A Not Applicable

(Any school listed above has reported five or more confirmed cases of COVID-19 in students or staff who were in the building while infectious in a two-week reporting period in the last 28 days. If an N/A is listed above, that means no MPS school has met those criteria. More information can be found at <https://www.health.state.mn.us/diseases/coronavirus/situation.html#care2>)

### Weekly COVID Positive Case Update (19-FEB)

Anthony Middle School/Washburn High School Athletics

Burroughs School

Folwell School

Henry High School Athletics

Hiawatha School

Roosevelt High School/North High School Athletics (same case)

Washburn High School/Edison High School Athletics (same case)

(There were 10 cases since the last update. All buildings remained in operation.)



# Staff Meeting Talking Points

## **Comprehensive talking points will be sent to Principal, including:**

- Resources for staff
- Reminders on confidentiality and media requests
- Use of MDH decision tree and the Minneapolis Health Department
- Reinforcement and encouragement for use of health and safety protocols
- Definitions of low-risk and close contact
- Information on saliva testing

# Academic Considerations

- Associate Superintendents assist with immediate staffing needs
- Movement to Distance Learning
  - Whole class may move
  - Individual student may move
  - Multiple students from different grades may move
- Students absent during exposure may still be in person
- Alternate plans if staff become ill/unable to teach

# Concurrent Activities

- Review with Superintendent and Associate Superintendent
- Notification to the Minnesota Department of Health
- Weekly Board Update
- Notify Risk Management
- Extra cleaning, as needed
- Notification of unions

# Secondary Return to In-Person Work

# Return to In-Person Work Overview

MPS is bringing back in person **Secondary school-based licensed, non-licensed staff, Health Services staff, and other staff needed to support in-person instruction for students.**

- High school special education
  - Return to work in person on March 15
  - Transition Week is March 15 - March 19
- All secondary
  - Return to work in person on March 29
  - Transition Week is March 29 - April 1

# Reserve Teachers

HR committed to ensuring sites have adequate coverage for reserve teachers.

**Distance Learning:** Continue current model

**In-Person Learning:**

- Continuing to hire significant cadres as building reserves assigned to specific schools
- Using school-based TOSAs to support coverage
- Leveraging PELSB guidance allowing student teachers to work as reserves
  - Actively recruiting current student teachers to broaden reserve cadre
- Ensuring district TOSAs and DPFs on-call to support sites as reserves at any time
  - Each TOSA/DPF assigned 1-2 sites to reduce potential exposure
  - Principals have lists of assigned TOSAs/DPFs and can call in reserves as needed

# Operational Considerations For Secondary In-Person Learning

# Saliva Testing

- **All staff working in person, in school building, offering in-person learning are eligible**
- **Free community testing** continues to be offered by MDH
- Saliva tests will continue to be offered on site every other week
  - March 8th is next testing date for MPS
- Secondary schools will identify **Saliva Testing Coordinators** to assist with testing events.
- **Testing is encouraged** but not required
- **Test results confidential** and provided only to the person tested
- **Tests are free** and will not be billed to insurance

# Vaccinations

- The **State of Minnesota** and the **Minneapolis Health Department** are managing the vaccine rollout for MPS staff.
  - Over **4100 vaccine opportunities** have been offered to MPS educators and staff
  - Survey to staff offered vaccine opportunities if they aren't able to secure an appointment
- The state continues to **prioritize educators** working in PreK-12, community and adult education, child care, and other school-based staff and contractors for vaccines.
- Staff are advised to pursue any and all vaccine opportunities offered if interested including the state's **Vaccine Connector**.
- **COVID-19 vaccine landscape** is fluid and what we know at this time may change

# Building Readiness

- **Building Readiness activities continue**
  - Air and water quality
  - Classroom set ups will be finalized once staff returns and we have registration information
- **Operations plans to conduct ongoing building walkthroughs** beginning week of March 1
- **Final walkthroughs** during transition weeks

# Culinary & Wellness Services

- Prepack **breakfast and hot lunch provided at no cost** to all students in-person learning
- **Weekly meal boxes will continue** for families in distance learning
- **Culinary and Wellness Services will work at individual schools** to determine the logistics for meal service
- **Meals may be eaten in classrooms, lunchrooms or other common spaces** or a combination of:
  - Common areas where classrooms are combined require 6 feet of social distancing
  - Staffing support will be needed for meal supervision, service and clean-up
  - Daily documentation of seating during lunch is required

# Transportation Services

- **Seating arranged** to maintain 6 feet of distancing for driver
- **Seating charts and ridership maintained** for contact tracing
- **Face coverings required** at all times
- Contracted transportation providers required to have a COVID-19 plan in place
- **Bus loads continually monitored** to evaluate capacity to create space
  - Metro Transit is operating at 25% capacity under current requirements
  - Secondary transportation on MPS transportation at 50% capacity
  - Arrival delays likely when using public or MPS transportation
- Investigating special actions to maximize transportation capacity

# MPS Ongoing Review of Learning Format

- **Monitor** COVID-19 case data
- Continued consultation with **Regional Support Team** and **5 Phases Advisory Committee**
- During registration and planning, continue to monitor how we will **operationalize in-person learning**
  - Personal protective equipment
  - Staffing
  - Building Readiness
  - Transportation availability

# Secondary In-person and Distance Learning Considerations

# Student Devices

- **MPS is a universal access district and not a 1:1 district**, meaning all students have access to age-appropriate technology at their school
- **Students returning to in-person learning** who have been using MPS technology for distance learning will bring their devices (including power cord and adapter) to school and back home each day
- **Students who have been using personal technology** during distance learning will have access to a device at school, and that device will remain at school.

# Transition Days

**Page 12 of MDE's [Safe Learning Plan for the 2020-21 School Year](#)** (updated 2/17/21):

- Allowed between 2-5 days between learning models
- MPS recommends up to 12 hours of building directed time to complete professional development and training.
  - SEL and Self Care
  - Health and Safety
  - Classroom Set-Up
  - Preparing for Instruction
- The rest of the transition time/days should be consecutive as much as possible and dedicated to staff planning and family engagement.

# Expected Secondary Student Experience

- **On-site five days a week**
- **3 feet of distance** required between classmates; **6 feet required** from staff
- **Required to maintain face coverings** at all times except during meals
- **Prescribed and limited student and staff movement** around buildings including a seating chart in lunchroom
- **Teachers for in-person learning may be different** from current distance learning teachers
- **May have online instruction** (even if the student is in the school building) for classes taught by only one teacher in the school if that teacher must teach from home

# Daily Schedule Secondary Schools

- **School schedules, virtual or in person, should follow MDE** instructional requirements and all contractual agreements.
- **The school's leadership team is strongly encouraged to review proposed in-person and distance learning daily schedule** to ensure that it follows the required instructional minutes for secondary student learning.
- Any changes to a student's schedule should be communicated with the student and family.
- While there may be changes to class rosters and assigned teachers, **distance learning instruction should follow the school's established distance learning schedule.**
- **Consistency of these scheduling guidelines** will allow families to understand the differences between in-person and distance learning instruction and ensure equity of learning experiences across schools.

# Electives and Itinerant Teachers

## Electives

- The building leader, in collaboration with the school's leadership team, should work closely on a schedule that allows students to continue participation in elective courses.
- A teacher who teaches an elective or a singleton course may have to teach simultaneously in-person and distance learning students at the same time.

## Itinerant Teachers

- Itinerant teachers will provide a blended model of intervention - both in person and through a virtual platform
  - They will be limited to accessing 2 buildings a day.
  - They may need access to PPE at the building

# Credit Recovery

## **Credit Recovery (ongoing) programming is available at all high schools**

- Programs are individualized for each school using their teachers, when possible.
- All classes are taught using appropriately licensed teachers
- Classes are provided asynchronously while having a synchronous component so students can work at their own pace.
- Special Education and EL supports available

## **Spring Break Academy (April 5-9)**

- All core content courses will be offered
- Focused on 12<sup>th</sup> grade, with three 9<sup>th</sup> Grade Academy Pilot Sites, based on the success at Edison for Winter Break Academy
- Teachers provide differentiated and scaffolded instruction with a focus on projects and individualized instruction
- Specialized instruction provided for English Learner and Special Education students



# Athletics

## **MPS Maintaining No Spectators at Athletic Events**

- Live-streaming winter sporting events will continue

## **Important Factors**

- Staff needed for successful events cannot be required but must opt-in, including: Engineers, Security, Game Workers, Clock Operators, etc
- Building Engineers must disinfect high-touch areas throughout and after events
- Advance ticketing with spectator name, email, and/or phone number is required for contact mapping.

**MPS Athletics will continue to monitor COVID 19 rates and work closely with MDH**

# Resources and Materials

- **MPS will provide basic school supplies to secondary buildings** as much as possible. If families would like to provide their own school supplies, the school may keep the district-provided materials to supplement student needs as the year progresses.
- MPS will continue to provide art and physical education supplies for **grades 6-12 based on Discovery enrollment in courses**. These supplies have been ordered.

# Mental Health Supports

- SBMH Partnerships
- New Mental Health Support Specialists Positions on-board February 1
- Culturally Specific Mental Health Consultation available
- Adding additional partnerships at our remaining schools
- CASEL (Collaborative for Academic Social and Emotional Learning) Support
- Equity and Social and Emotional Learning (SEL) Department
- District Mental Health Team Support
- Morning meetings and closing circles

# Welcoming School Environments

**When preparing for in-person instruction, staff should be provided time and resources to focus on the Social Emotional Wellbeing of staff and students by:**

- 1. Adult social emotional wellbeing activities** and community building opportunities
- 2. Engaging with the school Leadership, Equity & Engagement and Mental Health Teams** around best practices for:
  - a. student belonging and relationships
  - b. trauma informed practices and navigating stress
  - c. co-creating classroom agreements, rituals and routines
  - d. morning and closing meetings/circles
- 3. Co-creating and implementing a building-wide welcoming environment plan** including a Back to School Contact for students and parents.
  - a. Staff can use flexible learning days and/or transition days to meet with students and families
  - b. Social emotional learning, ritual and routines, daily schedule, and an update on expected learning

# ACCESS Testing

Per guidance from the Minnesota Department of Education, **ACCESS testing must be completed in person during the testing window between February 16th-April 16th. There are approximately 6,000 students in grades K-12 in 73 MPS schools who must be given the opportunity to take this test during the testing window.** The Multilingual Department and REAA is working with EL leads and testing coordinators to ensure that each site has what they need for in-person assessment for qualified students at each site.

- Online assessments will be given in small groups
- Kindergarten, paper/pencil, and alternate ACCESS will be given 1:1
- Assessments will be administered by EL teachers, test coordinators, or Special Ed case managers
- Transportation will be provided (K-8, GoTo Pass for eligible high school students)

Students who will be bused in to schools for testing will receive information about their testing dates via robocall and email prior to the week of their ACCESS test.

# MCA Testing

Per MDE guidance, **MCA testing must be completed in person during the testing window for approximately 20,000 students in grades 3-12. MPS plans to administer the MCA/MTAS from April 12-May 7.**

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are reading, mathematics, and science standards-based assessments used to meet federal and state legislative requirements. These assessments measure achievement of the Minnesota Academic Standards.

- MCA/MTAS for **reading** is administered to students in **grades 3-8 and grade 10**;
- MCA/MTAS for **mathematics** is administered in grades **3-8 and grade 11**; and
- MCA/MTAS for **science** is administered in grades **5, 8, and HS**.

**The MCA/MTAS tests cannot be done remotely.** In-person students will take the test during the regular school day. Testing for Distance Learners will take place across multiple days for students in grades 3-12.

Families of students who qualify to take MCA/MTAS assessments who are in distance learning will receive communication regarding coming in to school to test in the next two weeks.

# Communications

# Grades 6-12 and T-Plus

Register Your Child for Either  
In-person or Distance Learning

Let us know  
your choice  
by Tuesday,  
March 9

[INSERT LINK]

Phase 5 In-person learning becomes available on:

Monday, March 22	Monday, April 12	Monday, April 19	Note:
<ul style="list-style-type: none"><li>• For students receiving Special Education in Grades 9-12 in Citywide Federal Setting III programs</li><li>• For portions of T-Plus and Harrison students</li><li>• For River Bend High School students</li></ul>	<ul style="list-style-type: none"><li>• For Grades 9-12</li><li>• For students receiving Special Education in Grades 6-8 in Citywide Federal Setting III programs</li><li>• For all remaining Harrison and T-Plus Students</li><li>• For middle school students in Metro Programs at Wilder and River Bend</li></ul>	<p>For Grades 6-8</p>	<p>No school for Grades 6-12 as schools prepare for students: <b>March 29-April 1</b> -- except for students who start March 22, who don't have school <b>March 15-19</b></p>

For more information: [b2s.mpls.k12.mn.us](https://b2s.mpls.k12.mn.us)

# Detailed Secondary Return Timeline

- **February 24:** Registration form distributed; invitation to Mar. 6 virtual event included
- **February 24-March 9:** Registration Completion Support Outreach to families by cultural community; clerical info meetings; school calls to families
- **February 25:** 5 Phases Advisory Committee Meeting
- **March 1-5:** Associate Superintendent Drop-In Principal Meetings re: Phase 5
- **March 6:** Virtual Secondary Family Q&A
- **March 9:** Registration form closed
- **March 15-19:** NO SCHOOL for students receiving Special Education services starting on March 22 for school/educator prep
- **March 29-April 2:** NO SCHOOL for Grades 6-12 for school/educator prep

# Detailed Secondary Return Timeline

- **March 22:**
  - Portions of TPlus and Harrison
  - High school programming at River Bend
  - Federal Setting III - grades 9-12
- **April 5-9:** Spring Break
- **April 12:**
  - Grade 9 returns in-person (one day before other students)
  - Remaining T Plus and Harrison students return in-person
  - Middle school at River Bend returns in-person
  - Federal Setting III - grades 6-8 - return in-person
- **April 13:** Grades 10-12 return in-person
- **April 19:** Grade 6 returns in-person (one day before other students)
- **April 20:** Grades 7-8 return in-person

# Registration Learning Form - Feb. 24 through Mar. 9



MINNEAPOLIS  
PUBLIC SCHOOLS  
Urban Education. Global Citizens.

## MPS In-Person/Distance Learning Registration (6-12, Transition Plus)

Complete by March 9

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[Español](#) | [Soomaali](#) | [Hmoob](#)

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# Recommended School Communications

- **Information about schedules to families** -- both in-person and distance learning
- **School websites updated** to reflect changes and share important information such as dates for return to in-person and school start- and end-times
- **Share information** about potential back-to-school events
- **Emails from classroom teachers and/or principals** to welcome students
- **Outreach to students/families** who don't respond to registration process

# Questions and Answers

# Appendix A

# Building Safety Teams

Secondary Return to In-Person Learning

# Building Safety Teams

- Purpose is to assist COVID -19 Program Coordinator in **ensuring health and safety** protocols are followed
- Existing Site Emergency Team (SET) as primary support
- In addition to SETeam members, add **Licensed School Nurse** and **EMSS Specialist** assigned to support school and **Senior Custodian**.
- Secondary schools are encouraged to include a student representative on the Building Safety Team

# Building Safety Team - Tasks and Responsibilities

- **Prepare building** to receive students
- **Model health and safety protocols** for others
- **Engage** with students
- **Surface concerns** and recommendations
- **Be familiar** with all health and safety guidance from MPS, MDH and MDE
- **Maintain confidentiality**

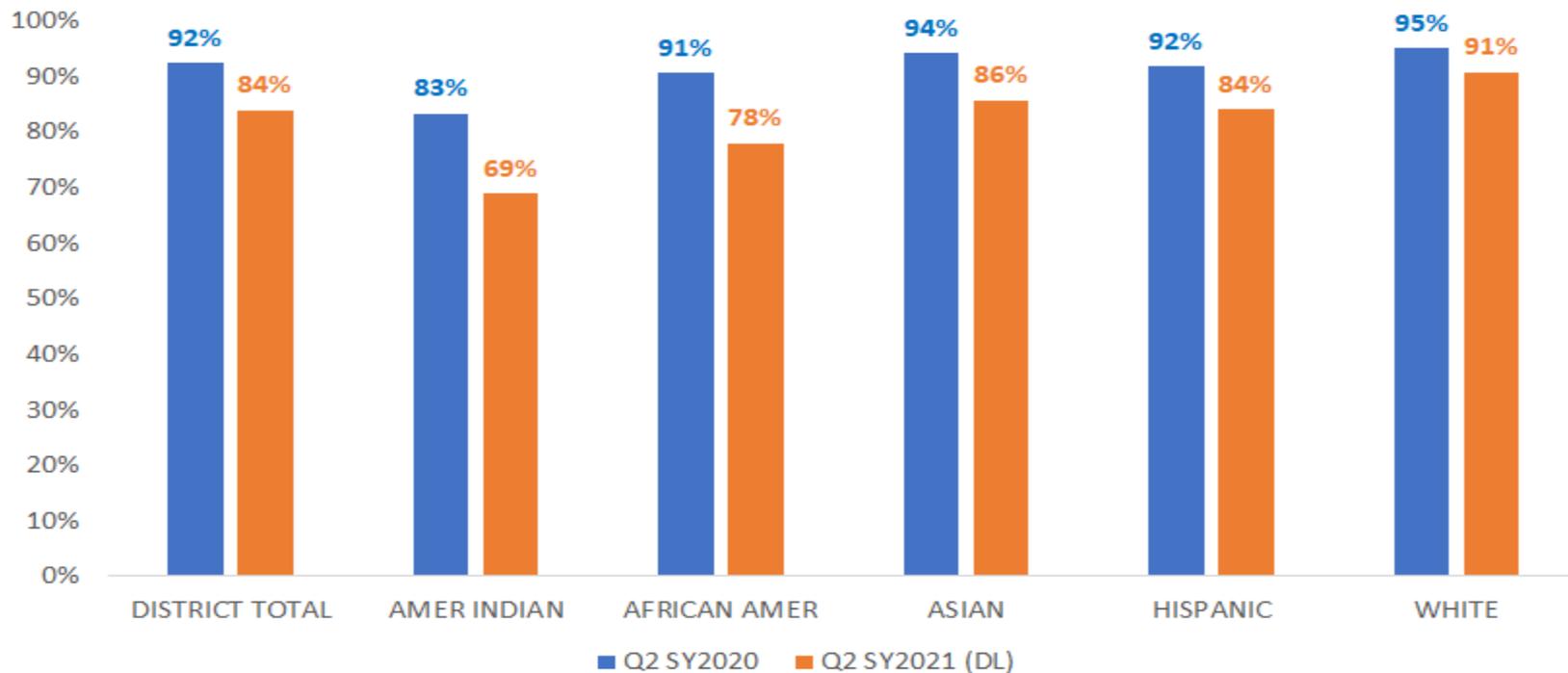
# Appendix B

Student data comparison  
Q2 SY 19-20 and Q2 SY 20-21

# Attendance Data

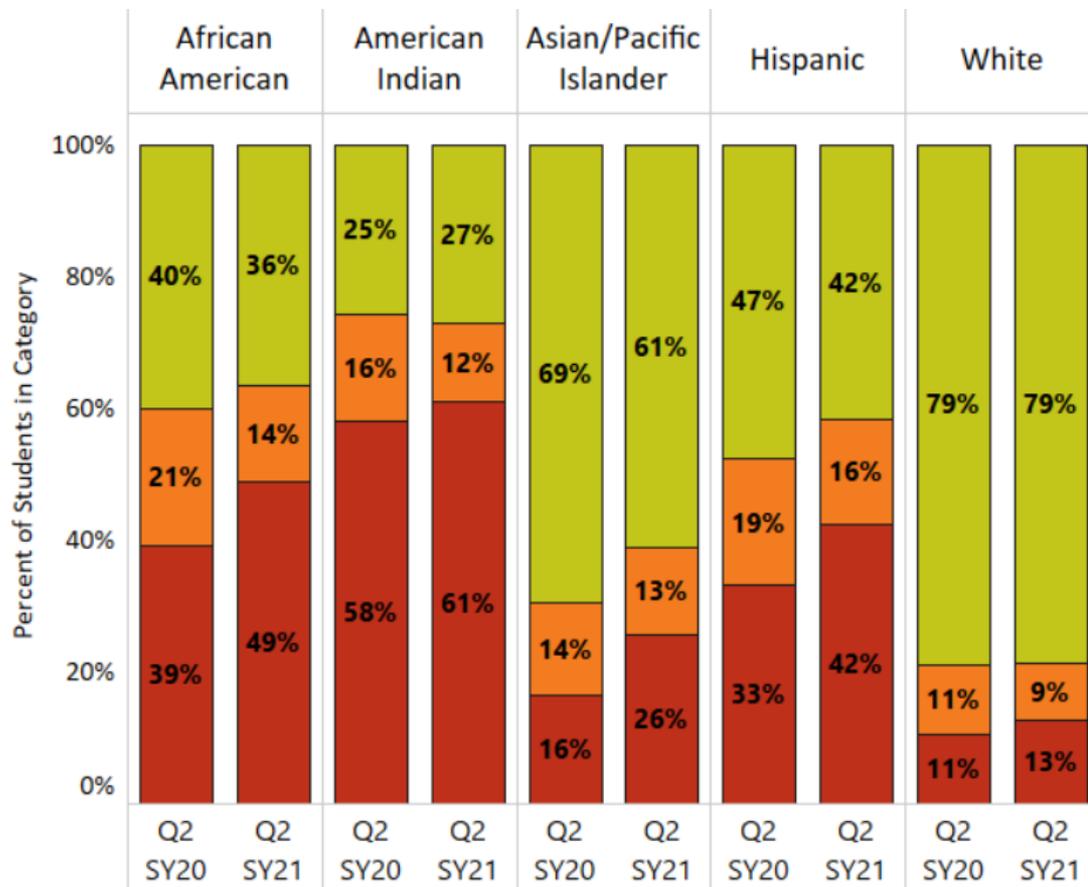
# Attendance

Average Daily Attendance Quarter 2 SY2020 and SY2021



# On-track

# On Track by Demographic - Grades 6-12



# Course Failure and NC

# Percent of Students Failing at Least One Core Course

	Q2	
	2019-20	2020-21
<b>All Students</b>	13%	22%
African American	19%	32%
American Indian	36%	45%
Asian	9%	13%
Hispanic	15%	27%
White	4%	8%

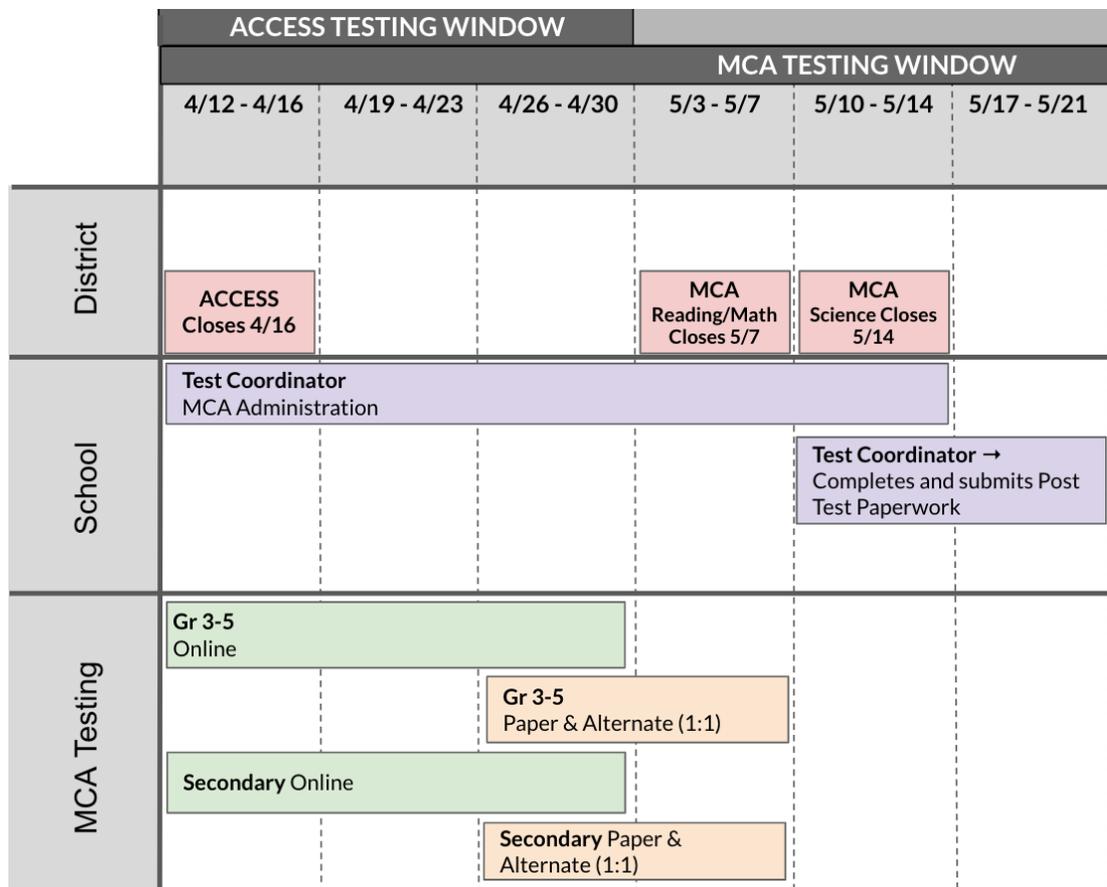
	2019-20	2020-21
	Q2	Q2
<b>All Students</b>	24%	29%
African American	33%	39%
American Indian	46%	48%
Asian	13%	21%
Hispanic	32%	40%
White	9%	11%

# ACCESS and MCA Testing Timeline

# ACCESS and MCA Testing Timeline

	ACCESS TESTING WINDOW									
	2/16 - 2/19	2/22 - 2/26	3/1 - 3/5	MCA TESTING WINDOW						
				3/8 - 3/12	3/15 - 3/19	3/22 - 3/26	3/29 - 4/2	4/5 - 4/9		
				MCA Window Opens						
District		Notification to families	MCA Survey Open (3-5 distance learners, all 6-8)						ACT4ALL Tentative: March 30	
				3/12 send 9-12 DL, MCA Survey						
				Rosters to Schools	MCA Training					
					TC MCA Training					
School			March 3-4 Test Materials Arrive at Schools	Test Coordinator MCA Preparations						
					MCA March 19 Deadline → Bus Requests		ACCESS Busing (DL) Ends 3/26/2021			
ACCESS Testing	Kindergarten Paper (1:1)									
	Gr 1-2 Online	Gr 1-2 Paper		Gr 1-2 ALT (1:1)		Gr K-2 Screeners + ACCESS			SPRING BREAK	
		Gr 3-5 Online		Gr 3-5 Paper		Gr 3-5 ALT (1:1)				
		Secondary Online			Secondary Paper		Secondary Screeners + ACCESS			

# ACCESS and MCA Testing Timeline - continued



SPECIAL SCHOOL DISTRICT NO. 1  
Board of Education

February 23, 2021

**Supporting an In-Person Learning Option for 6<sup>th</sup> to 12<sup>th</sup> Grades and Transition Plus**

*WHEREAS*, Minnesota Governor Tim Walz has asked school districts to prioritize an in-person learning option for middle and high school students; and

*WHEREAS*, attendance, academic, and social and emotional well-being information about our students warrants offering this option; and

*WHEREAS*, distance learning will remain an option for students as long as authorized by the State of Minnesota; and

*WHEREAS*, all required local, state, and federal health and safety measures will be in place; and

*WHEREAS*, plans for in-person learning will be reviewed by a Regional Support Team comprised of officials from the Minnesota Department of Education, Minnesota Department of Health and Minneapolis Health Department; and

*WHEREAS*, the Board recognizes that health and operational circumstances may change quickly and therefore modifications may be required.

*THEREFORE BE IT RESOLVED*, that the Board of Directors of Special School District No. 1, hereby supports the planning and implementation of an in-person learning option for MPS secondary students, within the parameters allowed by executive order and applicable guidelines.

Signed by:

\_\_\_\_\_  
Kim Ellison  
Board of Education Chair

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Date

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Josh Pauly  
Board of Education Clerk

\_\_\_\_\_  
Date