

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Working Meeting - September 29, 2020 - 4:01 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

## **AGENDA**

1. **Roll Call**
2. Facilities Update



### SCHOOL BOARD INTERNAL WORKING DOCUMENT

#### DRAFT: BOND ELECTION TIMELINES Considerations

	<u>November 2021 Election</u>	<u>February 2022 Election</u>
Board Establish Task Force	December 2020	March 2021
Community Survey #1 <i>(Test Climate/Needs/Awareness)</i>	December 2020	March 2021
<b>Community Taskforce</b> (3 Months)	January-March 2021	April-June 2021
Report from Taskforce (Board Meeting)	March 2021	June 2021
Community Survey #2 <i>(Test Tolerance/Priorities)</i>	April 2021	July 2021
Board Work Session(s)	May-June 2021	August-September 2021
<b>Board Finalize Proposal</b>	<b>June (July (latest))</b>	<b>September (October (latest))</b>
Submit Review and Comment	August 8, 2021	November 2021
Community Survey #3 <i>(Optional: Test Messaging)</i>	Mid-October 2021	Mid-January 2022
<b>Special Election</b>	<b>November 9, 2021</b>	<b>February 2022</b>

Timing Considerations

**Benefits:**

- Concurrent with an existing election.

**Challenges:**

- Sometimes Other Elections on Ballot
- Capacity Relief by Fall 2025
- Evolving Pandemic Considerations

**Benefits:**

- Additional time for Pandemic Learnings

**Challenges:**

- Capacity Relief by Fall 2025
- Evolving Pandemic Considerations

### 3. School Opening Update



**Draft for Discussion and Further Development Only**

**M E M O**

9-29-2020

**To: WPS School Board**  
**From: Chace B. Anderson, Superintendent**  
**Re: COVID-19 Information, Metrics and Considerations for Changing Learning Models**

This draft document outlines some ideas for process by which the Wayzata Public Schools will consider making the transition from one learning model to another. The decision will be based on a number of metrics as developed by the Minnesota Department of Health (MDH), Minnesota Department of Education (MDE) and possibly other sources. Information about these metrics and other generalities about learning model selection are included in this document. In addition, some background information is shared within the document from MDH, MDE and the Governor's Executive Order 20-82.

Governor Tim Walz proclaimed the following in his Emergency Executive Order 20-82 issued on July 30, 2020. This Order stated the following:

“On June 18, 2020, the Minnesota Department of Education (“MDE”) and the Minnesota Department of Health (“MDH”) issued guidance to help school districts and charter schools plan for the 2020-21 school year in light of the COVID-19 pandemic. MDE and MDH directed public school districts and charter schools to create three educational delivery plans based on different instructional models: in-person learning for all students; hybrid learning with strict social distancing and capacity limits; and distance learning only. Districts and schools were directed to do this planning because it is imperative that, as this pandemic evolves, our schools are prepared to turn the dial in response to any changing environment during the 2020-21 school year.”

The Minnesota Department of Health Planning Guide for Schools outlines the three contingency plans to be developed by school districts to prepare for the 2020-21 school year using the three scenarios described below:

Scenario 1: In-person learning for all students. In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the COVID-19 Prevention Guidance for Youth and Student Programs ([www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf](http://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf)). This scenario may be implemented if state COVID-19 metrics continue to stabilize and/or improve. All requirements in this guidance apply to scenario 1.

Scenario 2: Hybrid model with strict social distancing and capacity limits. In this planning scenario, schools must limit the overall number of people in school facilities to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing

cannot be achieved in a space, the number of occupants must be reduced. Schools must also limit the overall number of people on transportation vehicles to 50% maximum occupancy. Schools must include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.

Scenario 3: Distance learning only. This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

The Governor's Executive Order 20-82 issued on July 30, 2020 also stated the following:

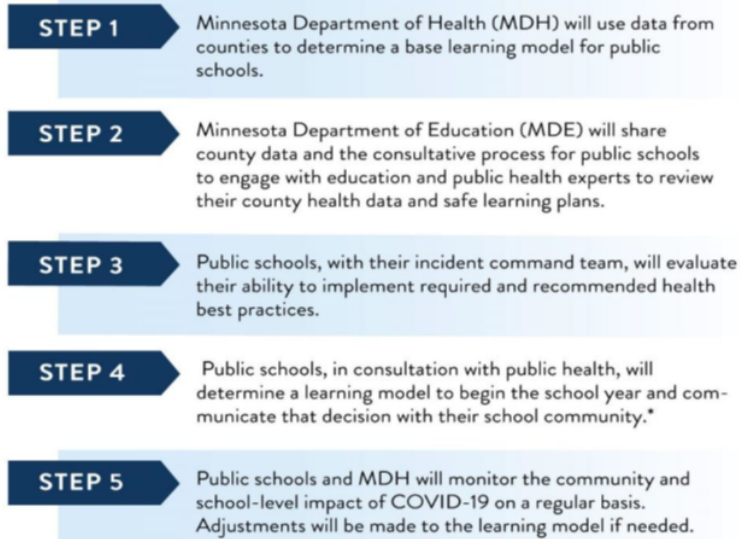
“This Executive Order also gives local school districts and charter schools the ability to dial back or dial forward activities consistent with the latest data, guidance, and parameters set forth in the Safe Learning Plan. Our state agencies, along with local and regional partners, will provide our local education agencies the proper guidance and parameters to support them in making these important determinations for their communities. We will also ensure that distance learning continues to be a widespread option for families concerned about in-person learning, and this option must meet the needs of all students who choose it.

To begin the 2020-21 school year, school districts (“districts”) and charter schools must implement an appropriate instructional model that adheres to parameters set forth in the Safe Learning Plan. The initial determination of which instructional model a district or charter school implements to start the 2020-21 school year must be made at least two weeks prior to the start of their respective school year calendar. I direct MDH to update the Safe Learning Plan as needed to respond to the evolving COVID-19 environment. Pursuant to MDE and MDH guidance, all districts and charter schools must offer a distance learning model that meets the educational needs of all students of families who choose not to receive in-person instruction.”

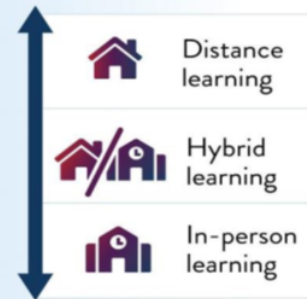
### **How do schools determine their safe learning model? (Minnesota Department of Health)**

The Wayzata Public Schools and/or the MDH/MDE have completed steps 1-4 in determining safe learning models as outlined in the graphic below. The school district's “School Reopening Leadership Team” (SRLT) convened several times during the summer months to evaluate the district's ability to implement required and recommended health best practices of the various learning models. A school opening learning model was selected for Pre-K, elementary, middle school and high school. The first day for students was delayed by one week to Monday, September 14, 2020 to allow teachers and other staff more time to prepare for the arrival of students. As the school year unfolds, adjustments to learning models will be made if/when necessary based on the community and school-level impact of COVID-19. A primary method of determining the appropriate learning model has been established by the Minnesota Department of Health. These MDH parameters are reflected below in Metric #1: Hennepin County COVID-19 Data (14 Day Running Total). Metrics 2-6, as outlined in the following pages, provide complementary data in consideration of different learning models.

## How do schools determine their safe learning model?



## Safe learning models:



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

Steps 1-4 outlined in the graphic above have been completed. WPS has been in session with students in a hybrid model for two full weeks. WPS and all school districts in Minnesota are currently at Step 5 listed on the graphic above (“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.”).

The following chart includes the MDH parameters used to help determine a school district’s learning model:

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

The current number of cases for Hennepin County as of September 24, 2020 is 14.91. This falls within Level 2 which suggests in-person learning for elementary students and hybrid learning for secondary students. The WPS school year opened in Level 3 (hybrid learning for all students) which is the level within which we are currently operating.

The following is stated in the Minnesota Department of Health Safe Learning Plan in regard to making shifts from one learning model to another:

“It is not possible to account for every scenario that schools may encounter over the course of a school year. The scope and duration of transitions between learning models will depend on many factors, and will be made using the most up-to-date information about COVID-19 and the specific cases in the community during the consultative process. Included below are brief narrative descriptions of the general assumptions that would support each learning model, including the impact on the school community, staffing, the ability to trace and isolate close contacts, testing capacity, extracurricular activities, and staffing levels.”

As noted earlier, WPS started the school year in the hybrid model which generally reflect the following conditions as defined in the Minnesota Department of Health Safe Learning Plan as follows:

#### **Learning Scenario 2: Hybrid model with strict social distancing and capacity limits**

- Previously issued planning requirements and recommendations outlined for Scenario 2 assume that moderate to substantial community spread is occurring, and there may be a higher degree of impact on the school community with multiple confirmed cases among students and staff.
- There may be higher numbers of confirmed cases over shorter periods of time, and/or clusters of cases identified within classrooms or the school community generally, however all or most close contacts can still be identified and excluded in the school setting.
- Staffing is assumed to be sufficient to continue in-person instruction, but measures, including overall capacity limits, are needed to allow for strict social distancing that further mitigates the risk of transmission.
- Testing capacity is generally assumed to be high enough that symptomatic individuals can access testing as needed from local clinics, and asymptomatic school staff and educators who are close contacts are prioritized in state testing guidance.
- Coursework and extracurricular activities with higher risk for transmission are modified to reduce risk or discontinued.

The following is stated in the Minnesota Department of Health Safe Learning Plan:

“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.

As viral activity increases within a community or school (e.g., when there are increasing numbers of cases over a short period of time or clusters of cases are identified), the need to adjust to a learning model that reduces the number of people in a school building and requires more stringent mitigation strategies also increases. By contrast, schools using a distance or hybrid learning model that experience a declining level of viral activity in the school and/or surrounding community, as indicated by county-level case data, may consider cautiously shifting their learning models to increase the number of students learning in-person.”

Given the current MDH parameter number for Hennepin County (14.91), WPS is in a position to consider moving to Level 2 (MDH Parameters) which suggests hybrid learning for secondary school students and in-person learning for elementary school students. If a change were to be made given the current data, elementary students would move to in-person learning according to a pre-determined rollout timeline and process. And, Wayzata High School and the three middle schools would continue operating in their current models. Conditions associated with In-person learning are generally defined in the Minnesota Department of Health Safe Learning Plan as follows:

### **Learning Scenario 1: In-person learning for all students**

- Previously issued planning requirements and recommendations for Scenario 1 assume that minimal to moderate community spread is occurring, but the impact on the school community in terms of confirmed cases among students and staff is relatively small.
- Sporadic cases may be occurring, but in general, each confirmed case can be traced to a likely source of exposure and where all or most close contacts can be identified and excluded in the school setting.
- Staffing is assumed to be sufficient to continue in-person instruction.
- This planning scenario also assumes that contact tracing can be completed quickly and that all or most close contacts can be notified and excluded within 24 hours of being notified of the confirmed case.
- Most extracurricular activities may be held, provided they follow current public health guidance.

Although the Hennepin County numbers are not trending toward full distance learning for the school district, it is possible that at some point during the school year a change to the Learning Scenario 3 learning plan (Distance Learning Only) could be implemented. For the sake of providing similar information for this scenario as for the previous two, conditions associated with Distance Learning are generally defined in the Minnesota Department of Health Safe Learning Plan as follows:

### **Learning Scenario 3: Distance learning only**

- Previously issued planning requirements and recommendations outlined for Scenario 3 assume that substantial, uncontrolled community spread is occurring and/or there is a significant degree of impact on the school community, with multiple confirmed cases or large scale outbreaks occurring among students and staff.
- This planning scenario also accounts for situations where staffing may be impacted to the degree that a school is not able to offer in-person instruction.
- Extracurricular activities are discontinued.
- In general, implementation of a distance learning model should occur for a minimum of one incubation period (two weeks) when there is evidence of substantial, uncontrolled community transmission or significant levels of illness in the school setting.

The Governor's Executive Order 20-82 issued on July 30, 2020 also states the following in regard to providing planning time for teachers to make shifts between learning models:

“If a district or charter school chooses to dial back instruction to a distance learning model pursuant to paragraph 5, is required to dial back the instruction to a distance learning model pursuant to paragraphs 4 or 6, or returns to in-person instruction from a distance learning model for one or more schools, **the district or charter school may use up to five instructional days at the impacted school or schools to plan for the change in instructional delivery during the 2020-21 school year.** Staff must use the designated planning days to plan for the change in instructional delivery. These planning days may be counted as instructional days even if students may not be receiving instruction. Students who are

enrolled in the school on the day immediately prior to the planning day may be counted in attendance and membership. Any days over five instructional days used for planning days pursuant to this paragraph may be counted as instructional days with MDE approval.”

### **Some Thoughts about Changing Learning Models**

As was noted earlier in an excerpt from the MDH Safe Learning Plan, there are many considerations that must be made before changing plans. In a recent communication with our point person for our Regional Support Team (Bianca Virnig-Metro ECSU team), she shared that the following should be considered as learning plans are changed: 1) County Case Rates, 2) City Case Rates, 3) Family Feedback, 4) Staff Health and Comfort, 5) How deep is your bench...subs, etc., 6) operational considerations such as busing, capacity in buildings, ventilation, and social distancing, 7) impacts on your vulnerable communities, 8) ability to curb the spread, and 9) isolation capacity. As can be seen, changing learning models needs to take more into consideration than an individual number reflective of the Hennepin County 14 day county running total.

Implications of changes upon staff, parents and students must all be considered. It seems practical to make such changes at a natural break such as: over a long weekend, following MEA, Thanksgiving, Winter Break, etc. In the event of a rapid rise in COVID numbers, necessitating a move to a full distance learning model, might require action more quickly. The first such natural break that comes up in our school year is MEA break.

### **Metrics to help determine movement between learning models**

Below is a list of metrics that will likely be considered in making changes to learning models. It should be noted that the “point system” I have suggested for each data set needs some refinement. I am not sure that the qualifying criteria used to determine a single score are the right ranges, etc. It seems to make sense to assign some type of quantitative value to the metrics but it is also important to keep in mind all of the qualitative variables as well. These are in draft form only.

<b>Metric #1:</b>	<b>Hennepin County COVID-19 Data (14 Day Running Total)</b>
<b>Metric #2:</b>	<b>Hennepin County City Level COVID-19 Data (14 Day Running Total)</b>
<b>Metric #3:</b>	<b>Hennepin County COVID-19 Positivity Rate Data</b>
<b>Metric #4:</b>	<b>Hennepin County and State of Minnesota COVID-19 New Cases Reported</b>
<b>Metric #5:</b>	<b>State of Minnesota COVID-19 Community Spread</b>
<b>Metric #6:</b>	<b>State of Minnesota Total Cases and Percentage Change by School Age Group</b>
<b>Metric #7:</b>	<b>Others TBD?</b>

In addition to the metrics listed above, Appendix 2 outlines the district’s self-assessment for the school district’s ability to meet the MDH Required Health Protocols outlined in their document titled “2020-2021 Planning Guide for Schools.” The results of this self-assessment by the District’s departmental leaders and/or the District’s Incident Command Team (ICT) help determine readiness levels for ensuring appropriate conditions are in place for implementing the health protocol requirements. The requirements listed are for the hybrid learning scenario. The hybrid learning model requires the highest levels of safety protocols. Given the county COVID numbers would be lower, the full time in-person learning model does not require the same high standard of social distancing and other safety protocols as for the hybrid model. This is possible due to the fact that the COVID numbers used to determine learning models are at a lower level that can allow for less social distancing. However, a high standard for safety protocols will remain a high priority.

#### **References:**

**Minnesota Department of Health Safe Learning Plan**  
<https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf>

**Governor Tim Walz Emergency Executive Order 20-82**  
[https://mn.gov/governor/assets/EO%2020-82%20Final%20Signed%20and%20Filed\\_tcm1055-442391.pdf](https://mn.gov/governor/assets/EO%2020-82%20Final%20Signed%20and%20Filed_tcm1055-442391.pdf)



## **APPENDIX #1**

### **COVID-19 Metrics**

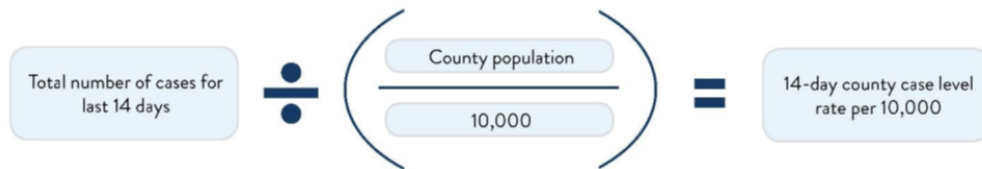
<b>Appendix 1-1</b>	<b>Metric #1:</b>	<b>Hennepin County COVID-19 Data (14 Day Running Total)</b>
<b>Appendix 1-2</b>	<b>Metric #2:</b>	<b>Hennepin County City Level COVID-19 Data (14 Day Running Total)</b>
<b>Appendix 1-3</b>	<b>Metric #3:</b>	<b>Hennepin County COVID-19 Positivity Rate Data</b>
<b>Appendix 1-4</b>	<b>Metric #4:</b>	<b>Hennepin County and State of Minnesota COVID-19 New Cases Reported</b>
<b>Appendix 1-5</b>	<b>Metric #5:</b>	<b>State of Minnesota COVID-19 Community Spread</b>
<b>Appendix 1-6</b>	<b>Metric #6:</b>	<b>State of Minnesota Total Cases and Percentage Change by School Age Group</b>
<b>Others as Determined.....?</b>		



## Appendix 1-1 Metric #1

Number of Cases/10,000 Residents over 14 Days, By County of Residence in Hennepin County.

### How are the Minnesota Department of Health Model Parameters Determined?



### Minnesota Department of Health Model Parameters Number of Cases/10,000 Residents over 14 Days, By County of Residence

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

### Metric #1: Hennepin County COVID-19 Data (14 Day Running Total)

Metric #1: Hennepin County COVID-19 Data (14 Day Running Total)											
Date:	7/23/2020	7/30/2020	8/6/2020	8/13/2020	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	
Date Range:	6/28-7/11	7/5-7/18	7/12-7/25	7/19-8-1	7/26-8/8	8/2-8/15	8/9-8/22	8/16-8/29	8/23-9/5	8/30-9/12	Trend Line
Hennepin County	18.01	21.81	23.63	23.98	22.05	19.60	19.39	19.19	16.88	14.91	
Points	3	2	2	2	2	3	3	3	3	3	

Hennepin County 14 Day Running Total Parameters				
4 Points	3 Points	2 Points	1 Point	0 Points
0-9 Cases	10-19 Cases	20-29 Cases	30-49 Cases	50+ Cases



## Appendix 1-2 Metric #2

### Metric #2: Hennepin County City Level COVID-19 Data (14 Day Running Total)

Metric #2: Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	7/23/2020	7/30/2020	8/6/2020	8/13/2020	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	
Date Range:	6/30-7/13	7/7-7/20	7/14-7/27	7/21-8-3	7/28-8/10	8/4-8/17	8/11-8/24	8/18-8/31	8/23-9/5	8/30-9/12	Trend Line
Maple Grove	10.5	15.7	19.0	17.2	13.7	12.2	12.4	11.9	10.3	12.2	
Minnetonka	16.4	17.7	16.9	14.3	12.0	10.1	11.8	11.4	8.8	10.8	
Plymouth	12.6	15.0	15.0	12.3	11.8	13.1	14.6	14.5	11.1	9.1	
*Other NW Suburban in Hennepin County	12.0	15.6	13.3	17.2	20.4	16.5	12.3	13.3	10.4	13.3	
**Other W/S Suburban in Hennepin County	20.3	24.6	16.9	11.5	9.7	6.8	9.2	9.7	9.4	12.9	
Average #284 Cities and Local Vicinities	14.4	17.7	16.2	14.5	13.5	11.7	12.1	12.2	10.0	11.7	
Points	3	3	3	3	3	3	3	3	3	3	
*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. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland										

Hennepin County 14 Day Running Total Parameters				
4 Points	3 Points	2 Points	1 Point	0 Points
0-9 Cases	10-19 Cases	20-29 Cases	30-49 Cases	50+ Cases

### Considerations provided by Hennepin County regarding use of City-Level Data:

- We continue to recommend against using city-level data alone to assess COVID-19 risk in a community. 14-day case incidence is only one measure of the risk of disease transmission within the local community. Interpretation of this data should also consider the rate of transmission in the county as a whole, whether the level of cases per week is sustained, decreasing, or increasing over time, as well as the rates and trends of bordering geographies.
- The city associated with a case is based on the lab report and may be updated over time with new information. To improve city accuracy, a geocoding process is used. This process may result in small differences from other summaries of case data by city and the county overall. All data are preliminary and may change as cases are further investigated and information is updated.
- Not all suspected cases of COVID-19 are tested. These data are not representative of the total number of people who have or have had COVID-19 in Hennepin County.
- Data for the most current week are excluded because they are considered incomplete due to test reporting timelines. Therefore, these data should be considered a reflection of recent past risk that has been experienced in a community, not as a measure of current risk or future risk.
- Data for cities with less than 10,000 residents are excluded to protect privacy and increase stability of rates.
- City populations are estimated according to the 2018 US Census American Community Survey 5-year estimates.



## Appendix 1-3 Metric #3

### Metric #3: Hennepin County COVID-19 Positivity Rate Data

Metric #3: Hennepin County COVID-19 Positivity Rate Data										
Date:	7/30/2020	8/6/2020	8/13/2020	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	Trend Line
State of MN %	5.8%	5.7%	5.6%	5.5%	5.5%	5.5%	5.4%	5.3%	5.3%	
Hennepin County %	8.4%	8.3%	8.1%	7.9%	7.7%	7.5%	7.3%	7.2%	7.0%	
Points (Hennepin County)	1	1	1	1	1	1	2	2	2	

Hennepin County COVID-19 Positivity Rate Data				
4 Points	3 Points	2 Points	1 Point	0 Points
Lower than 4%	4.0% to 4.9%	5.0% - 5.9%	6.0% - 6.9%	7.0% or Higher

What is the “percent positive” and why does it matter?

The percent positive is exactly what it sounds like: the percentage of all coronavirus tests performed that are actually positive, or: (positive tests)/(total tests) x 100%. The percent positive (sometimes called the “percent positive rate” or “positivity rate”) helps public health officials answer questions such as: 1) What is the current level of SARS-CoV-2 (coronavirus) transmission in the community? And 2) Are we doing enough testing for the amount of people who are getting infected?

The percent positive will be high if the number of positive tests is too high, or if the number of total tests is too low. A higher percent positive suggests higher transmission and that there are likely more people with coronavirus in the community who haven’t been tested yet. The percent positive is a critical measure because it gives us an indication how widespread infection is in the area where the testing is occurring—and whether levels of testing are keeping up with levels of disease transmission.

What does a high percent positive mean?

A high percent positive means that more testing should probably be done—and it suggests that it is not a good time to relax restrictions aimed at reducing coronavirus transmission. Because a high percentage of positive tests suggests high coronavirus infection rates (due to high transmission in the community), a high percent positive can indicate it may be a good time to add restrictions to slow the spread of disease.

How high is too high?

The higher the percent positive is, the more concerning it is. As a rule of thumb, however, one threshold for the percent positive being “too high” is 5%. For example, the World Health Organization recommended in May that the percent positive remain below 5% for at least two weeks before governments consider reopening. If we are successful in bringing coronavirus transmission under control, this threshold might be lowered over time. To further relax social restrictions and allow very large gatherings or meetings of people traveling from many different areas, for example, we would want a lower threshold.

How can we reduce the percent positive when it is too high?

Simply put, there are two ways to lower the percent positive: Reduce the amount of coronavirus transmission or increase the number of people who get tested. Fortunately, these two things often go hand-in-hand. If a place is doing more testing—and responding appropriately to positive tests, by making sure that people who might be contagious are isolated, for example—the amount of transmission should go down over time. But even without testing, measures such as stricter regulations regarding wearing masks, physical distancing, and avoiding large gatherings are all effective ways to reduce transmission.

**Source:**

COVID-19 Testing: Understanding the “Percent Positive”

David Dowdy and Gypsyamber D’Souza | AUGUST 10, 2020/Johns Hopkins Bloomberg School of Public Health

<https://www.jhsph.edu/covid-19/articles/covid-19-testing-understanding-the-percent-positive.html>



## Appendix 1-4 Metric #4

### Metric #4: Hennepin County and State of Minnesota COVID-19 New Cases Reported

Metric #4: Hennepin County and State of Minnesota COVID-19 New Cases Reported										
Date:	7/30/2020	8/6/2020	8/13/2020	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	Trend Line
Hnnpn County Cumulative Total	17092	18641	19873	21050	22305	23569	24389	25264	26447	
Hennepin Cty Weekly Change		1549	1232	1177	1255	1264	820	875	1183	
Hennepin Cty % Change		9.1%	6.6%	5.9%	6.0%	5.7%	3.5%	3.6%	4.7%	
Hennepin Cty % Plus/Minus			-2.5%	-0.7%	0.0%	-0.3%	-2.2%	0.1%	1.1%	
Hennepin County Points			3	2	2	2	3	2	1	
Date:	7/30/2020	8/6/2020	8/13/2020	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	Trend Line
Statewide Cumulative Total	53692	58640	62993	67308	72390	78123	82249	86722	93012	
Statewide Weekly Change		4948	4353	4315	5082	5733	4126	4473	6290	
Statewide % Change		9.2%	7.4%	6.8%	7.6%	7.9%	5.3%	5.4%	7.3%	
Statewide % Plus/Minus			-1.8%	-0.6%	0.7%	0.4%	-2.6%	0.2%	1.8%	
Statewide Points			3	2	2	2	3	2	1	

Hennepin County COVID-19 New Cases Reported				
4 Points	3 Points	2 Points	1 Point	0 Points
Significant Decrease	Moderate Decrease	Stable	Moderate Increase	Significant Increase
-5.1% or Greater	-1.1% to -5.0%	-1.0% to +1.0%	+1.1% to +5.0%	+5.1% or Greater



## Appendix 1-5 Metric #5

### Metric #5: State of Minnesota COVID-19 Community Spread

Metric #5: State of Minnesota COVID-19 Community Spread										
Date:	7/30/2020	8/6/2020	8/13/2020	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	Trend Line
Statewide Cumulative Cum. Total	53692	58640	62993	67308	72390	78123	82249	86722	93012	
*Community Spread Cum. Total	11975	13298	14662	17328	18439	19884	21265	22457	24115	
Community Spread %		26.7%	31.3%	61.8%	21.9%	25.2%	33.5%	26.6%	26.4%	
**Unknown/Missing Cum. Total	8808	9705	10139	10522	11471	12491	12530	13504	14546	
Comm. Spr. + Unkn/Miss. Spread	20783	23003	24801	27850	29910	32375	33795	35961	38661	
Comm. Spr. + Unkn/Miss. Spread %		44.9%	41.3%	70.7%	40.5%	43.0%	34.4%	48.4%	42.9%	
Points		0	0	0	0	0	0	0	0	

\*Community Spread (No Known Contact): Case has no known exposure to a positive case and does not fit into any other category.  
 \*\*Unknown/Missing: Determination of case not available due to missing data to substantiate source.

State of Minnesota COVID-19 Community & Unknown/Missing Data Spread				
4 Points	3 Points	2 Points	1 Point	0 Points
Minimum	Minimum to Moderate	Moderate	Moderate to Substantial	Substantial to Uncontrolled
Community Spread %	Community Spread %	Community Spread %	Community Spread %	Community Spread %
Less than 21.0%	21.0% to 23.9%	24.0% to 26.9%%	27.0% to 29.9%%	30% or Greater



## Appendix 1-6 Metric #6

Metric #6: Total State of Minnesota Cases and Percentage Change by School Age Group

Metric #6: Total State of Minnesota Cases and Percentage Change by School Age Group								
Date:	8/20/2020	8/27/2020	9/3/2020	9/10/2020	9/17/2020	9/24/2020	10/1/2020	Trend Line
<b>0-4 Year Olds</b>								
All Cases	1317	1431	1544	1624	1735	1843		
Weekly Change (New Cases)		114	113	80	111	108		
Weekly % Change		8.7%	7.9%	5.2%	6.8%	6.2%		
<b>5-9 Year Olds</b>								
All Cases	1240	1354	1462	1514	1641	1789		
Weekly Change (New Cases)		114	108	52	127	148		
Weekly % Change		9.2%	8.0%	3.6%	8.4%	9.0%		
<b>10-14 Year Olds</b>								
All Cases	1822	2012	2217	2318	2500	2712		
Weekly Change (New Cases)		190	205	101	182	212		
Weekly % Change		10.4%	10.2%	4.6%	7.9%	8.5%		
<b>15-19 Year Olds</b>								
All Cases	5649	6244	7036	7754	8106	8798		
Weekly Change (New Cases)		595	792	718	352	692		
Weekly % Change		10.5%	12.7%	10.2%	4.5%	8.5%		
<b>All Age Groups</b>								
All Cases	10028	11041	12259	13210	13982	15142		
Weekly Change (New Cases)		1013	1218	951	772	1160		
Weekly % Change		10.1%	11.0%	7.8%	5.8%	8.3%		

Percentage Weekly Change				
4 Points	3 Points	2 Points	1 Point	0 Points
Significant Decrease	Moderate Decrease	Stable	Moderate Increase	Significant Increase
More than -5.1%	-1.1% to -5.0%	-1.0% to + 1.0%	1.1% to 5.0%	More than 5.1%



## **APPENDIX #2**

### **COVID-19 Qualitative Metrics**

#### **Readiness Levels for Meeting Minnesota Department of Health Requirements**

##### **Health Protocol Requirements Summary Scorecard**

- Appendix 2-1            Social Distancing and Minimizing Exposure**
- Appendix 2-2            Vulnerable Populations/Hygiene Practices/Cleaning-Handling Materials**
- Appendix 2-3            Monitoring and Excluding for Illness**
- Appendix 2-4            Handling Suspected or Confirmed Positive Cases of COVID-19**
- Appendix 2-5            Water and Ventilation Systems**
- Appendix 2-6            Transportation**

**Others as Determined.....?**



## Health Protocol Requirements Summary Scorecard

		WAYZATA PUBLIC SCHOOLS				
Date: 9-27-20		COVID-19 Scorecard				
<b>Readiness Levels for meeting Minnesota Department of Health Requirements</b>						
4 Points	Able to meet 100% of MDH requirements and recommendations for Hybrid and In-Person Learning Models					
3 Points	Able to meet 90% or more MDH requirements and recommendations for Hybrid and In-Person Learning Models					
2 Points	Able to meet 80% or more MDH requirements and recommendations for Hybrid and In-Person Learning Models					
1 Points	Able to meet 70% or more MDH requirements and recommendations for Hybrid and In-Person Learning Models					
0 Points	Able to meet 69% or less MDH requirements and recommendations for Hybrid and In-Person Learning Models					
<b>Readiness Level Metric #1:</b>						
Social Distancing and Minimizing Exposure Health Requirements		4.00 Points	0.00 Points	0 Points	0 Points	0 Points
<b>Readiness Level Metric #2:</b>						
Social Distancing and Minimizing Exposure Health Requirements (3 Areas Combined)		4.00 Points	0.00 Points	0 Points	0 Points	0 Points
*Protecting Vulnerable Populations						
*Hygeine Practices						
*Cleaning and Materials Handling						
<b>Readiness Level Metric #3:</b>						
Monitoring and Excluding for Illness Health Requirements		4.00 Points	0.00 Points	0 Points	0 Points	0 Points
<b>Readiness Level Metric #4:</b>						
Handling Suspected or Confirmed Positive Cases of COVID-19 Health Requirements		4.00 Points	0.00 Points	0 Points	0 Points	0 Points
<b>Readiness Level Metric #5:</b>						
Water and Ventilation Systems Health Requirements		4.00 Points	0.00 Points	0 Points	0 Points	0 Points
<b>Readiness Level Metric #6:</b>						
Transportation Health Requirements		4.00 Points	0.00 Points	0 Points	0 Points	0 Points
<b>Total Points for Four Metrics-Average of All Categories:</b>		16.00	0.00	0.00	0.00	0.00
<b>Single Point Score Indicating Readiness Level:</b>		4.00				




## Appendix 2-1 Social Distancing and Minimizing Exposure

Date: 9-27-20		COVID-19 Scorecard							
Social Distancing and Minimizing Exposure Health Requirements for Hybrid and In-Person Learning									
Scenario	Reference Title of Requirement	Description of Requirement	100% 4 Points	90% + 3 Points	80% + 2 Points	70% + 1 Point	60% + 0 Points		
1 & 2	SDE 1-REQ: Floor/Seating Markings	Provide social distancing floor/seating markings in waiting and reception areas.	1	0	0	0	0		
1 & 2	SDE 2-REQ: School Transportation	Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing.	1	0	0	0	0		
1 & 2	SDE 3-REQ: Classroom Capacity	Systematically review and evaluate classroom capacity with the goal of creating as much space between people as possible, recognizing that it is not always feasible to have 6 feet of social distancing during primary instructional time in the classroom.	1	0	0	0	0		
1 & 2	SDE 4-REQ: Six Foot Markings	Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate.	1	0	0	0	0		
1 & 2	SDE 5-REQ: Arrival/Dismissal	Have staff monitor arrival and dismissal to curtail congregating and ensure students go straight from vehicle to their classroom, and vice versa.	1	0	0	0	0		
1 & 2	SDE 6-REQ: Nonessential Visitors	Nonessential visitors, volunteers, and activities involving external groups or organizations should be restricted.	1	0	0	0	0		
1 & 2	SDE 7-REQ: Food Distribution	Discontinue self-service food or beverage distribution in the cafeteria. Meals, snacks, and beverages served at school must be individually packaged, wherever possible. Where individual packaging is not possible, food and beverages must be served directly to students. As always, ensure the safety of children with food allergies.	1	0	0	0	0		
1 & 2	SDE 8-REQ: Face Covering Policy	Develop and implement policies for face coverings and ensure the policy is clearly posted and communicated to students, staff, families, and potential visitors to the school building.	1	0	0	0	0		
1 & 2	SDE 9-REQ: 50% Max Capacity	Schools must 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 meets the minimum requirement of covering the nose and mouth. While schools may choose to initially allot a certain number of face coverings and/or face shields to each employee and student, they should also maintain extra supply for staff and students who forget to bring them.	1	0	0	0	0		
1 & 2	SDE 10-REQ: 50% Max Capacity	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.	1	0	0	0	0		
2	SDE 11-REQ: 50% Max Capacity	Limit the number of people in school facilities and on transportation vehicles to 50% maximum occupancy.	1	0	0	0	0		
2	SDE 12-REQ: Six Foot Social Distancing	Ensure sufficient social distancing with at least 6 feet between people at all times when in school facilities.	1	0	0	0	0		
2	SDE 13-REQ: Contactless Food Pickup	Implement contactless pick up and/or delivery of meals and school materials for days that students and staff are not in the school building.	1	0	0	0	0		
2	SDE 14-REQ: School Age Care Program	Implement a school-age care program for critical workers.	1	0	0	0	0		
14			<b>Total Marks for Scenarios 1 &amp; 2</b>		14	0	0	0	0
			<b>Points Allocated for each tally in this Column</b>		4	3	2	1	0
			<b>Total Points for Scenarios 1 &amp; 2</b>		56	0	0	0	0
<b>Score for Scenarios 1 &amp; 2</b>					4.00				



## Appendix 2-2

### Vulnerable Populations/Hygiene Practices/Cleaning-Handling Materials

		 <b>COVID-19 Scorecard</b>					
<b>Date: 9-27-20</b>							
<b>Vulnerable Populations/Hygiene Practices/Cleaning-Handling Materials</b> * Protecting Vulnerable Populations Health Requirements for Scenarios 1 & 2 * Hygiene Practices Health Requirements for Scenarios 1 & 2 * Cleaning and Materials Handling Health Requirements for Scenarios 1 & 2							
Scenario	Reference Title of Requirement	Description of Requirement	100% + 4 Points	90% + 3 Points	80% + 2 Points	70% + 1 Point	60% + 0 Points
1 & 2	PVHC 1-REQ: Self Identify/Alt Work	Create a process for students/families and staff to self-identify as high risk for illness due to COVID-19. Have a plan in place to address requests for alternative learning arrangements or work reassignments.	1	0	0	0	0
1 & 2	PVHC 2-REQ: Student Health Care Needs	Evaluate all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 Plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19, feet of social distancing.	1	0	0	0	0
1 & 2	PVHC 3-REQ: Distance Learning Option	Offer distance learning to enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.	1	0	0	0	0
1 & 2	PVHC 4-REQ: Distance Learning Option	Ensure the availability of appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) and strategically place supplies in areas where they may be frequently used.	1	0	0	0	0
1 & 2	PVHC 5-REQ: Distance Learning Option	Build routines of hand hygiene into the daily school schedule for all students and staff, including handwashing and sanitation breaks during or between classroom activities. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.	1	0	0	0	0
1 & 2	PVHC 6-REQ: Distance Learning Option	Identify staff who will be responsible for handling antimicrobial products (sterilizers, disinfectants, and sanitizers) and provide initial and ongoing training so staff understand and follow all product label directions and precautions appearing on (or included within) product containers. Some disinfectants can irritate the lungs, skin, and eyes or trigger asthma.	1	0	0	0	0
1 & 2	PVHC 7-REQ: Distance Learning Option	Encourage staff to read the COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs ( <a href="http://www.health.state.mn.us/diseases/coronavirus/schools/clean.html">www.health.state.mn.us/diseases/coronavirus/schools/clean.html</a> ).	1	0	0	0	0
1 & 2	PVHC 8-REQ: Distance Learning Option	Establish a daily schedule for routine environmental cleaning and disinfection of high-touch surfaces (e.g., classroom work counters, individual desks, recently used toys, shared equipment) in classrooms and common spaces. Schedule routine environmental cleaning when students and teachers are not occupying the space.	1	0	0	0	0
1 & 2	PVHC 9-REQ: Distance Learning Option	Evaluate the need to increase the frequency of disinfection in common spaces or classrooms when used by different groups of people or types of activities.requirements specific to Scenario 2.	1	0	0	0	0

Continued on next page.....



## Appendix 2-2

### Vulnerable Populations/Hygiene Practices/Cleaning-Handling Materials

WAYZATA PUBLIC SCHOOLS							
Date: 9-27-20		COVID-19 Scorecard (cont.)				Page 2	
<b>Vulnerable Populations/Hygiene Practices/Cleaning-Handling Materials</b> * Protecting Vulnerable Populations Health Requirements for Scenarios 1 & 2 * Hygiene Practices Health Requirements for Scenarios 1 & 2 * Cleaning and Materials Handling Health Requirements for Scenarios 1 & 2							
Scenario	Reference Title of Requirement	Description of Requirement	100% + 4 Points	90% + 3 Points	80% + 2 Points	70% + 1 Point	60% + 0 Points
1 & 2	PVHC 10-REQ: Distance Learning Option	Encourage users of registered disinfectants and other cleaning products to always carefully read, understand, and follow all product label directions and precautions appearing on (or included with) the containers. Statements such as “Keep out of reach of children” means that students should not use the product and should not participate in cleaning or disinfecting routines. Securely store products away from students.	1	0	0	0	0
1 & 2	PVHC 11-REQ: Distance Learning Option	Ensure there is adequate ventilation when using these products by opening windows and doors to provide air flow.	1	0	0	0	0
1 & 2	PVHC 12-REQ: Distance Learning Option	Use EPA List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) ( <a href="http://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a> ). All antimicrobial products (sterilizers, disinfectants, and sanitizers) that claim to prevent, destroy, repel or mitigate a pest or the growth of unwanted organisms are pesticides and are required to be registered by the U.S. Environmental Protection Agency (EPA).	1	0	0	0	0
1 & 2	SDE 13-REQ: School Age Care Program	Review CDC guidance on alternative disinfection methods prior to purchasing or implementing these methods. For more information, visit: Cleaning and Disinfecting Your Facility ( <a href="http://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html">www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html</a> ).	1	0	0	0	0
1 & 2	SDE 14-REQ: School Age Care Program	Ensure adequate classroom supplies to minimize sharing of high-touch materials to the extent possible (e.g., by dedicating supplies or equipment to individual students) or limit the use of supplies and equipment to one small classroom cohort group at a time, allowing time to clean between use.	1	0	0	0	0
1 & 2	SDE 15-REQ: School Age Care Program	Handle nondisposable food service items minimally and wash them with hot water and soap or in a dishwasher. Check product label to ensure product is meant to be used on surfaces that come into contact with food.	1	0	0	0	0
	15	<b>Total Marks for Scenarios 1 &amp; 2</b>	15	0	0	0	0
		<b>Points Allocated for each tally in this Column</b>	4	3	2	1	0
		<b>Total Points for Scenarios 1 &amp; 2</b>	60	0	0	0	0
	<b>Score for Scenarios 1 &amp; 2</b>		4.00				




## Appendix 2-3 Monitoring and Excluding for Illness

<b>Date: 9-27-20</b>		<b>COVID-19 Scorecard</b>					
<b>Monitoring and Excluding for Illness Health Requirements for Scenarios 1 &amp; 2</b>							
Scenario	Reference	Description of Requirement	100%	90% +	80% +	70% +	60% +
	Title of Requirement		4 Points	3 Points	2 Points	1 Point	0 Points
1 & 2	MEI 1-REQ: Educate Staff/Students/Fam	Educate staff, students, and families about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.	1	0	0	0	0
1 & 2	MEI 2-REQ: Stay at Home Criteria	Require that staff and students stay home if they have tested positive, are waiting for a test result, or are showing COVID-19 symptoms, until they meet criteria (see MDH Decision Tree) for return or if they have recently had close contact with a person with COVID-19, until they meet criteria for return. feet of social distancing.	1	0	0	0	0
1 & 2	MEI 3-REQ: Symptom Screening	Conduct symptom screening where feasible for any person entering the school building. This includes staff, students, family members, and any other visitors physically entering the school building.	1	0	0	0	0
1 & 2	MEI 4-REQ: Symptom Screening	Provide parent education about the importance of monitoring symptoms and staying home while ill through classroom applications and other district messaging.	1	0	0	0	0
1 & 2	MEI 5-REQ: Symptom Screening	Ask about access to thermometers and consider implementing temperature checks for households that do not have one.	1	0	0	0	0
1 & 2	MEI 6-REQ: Symptom Screening	Use existing outreach systems to provide text and email reminders to staff and families to check for symptoms of household members in the morning and evening.	1	0	0	0	0
1 & 2	MEI 7-REQ: Symptom Screening	Communicate expectations and processes for the symptom screening method(s) selected for staff, students, and families.	1	0	0	0	0
1 & 2	MEI 8-REQ: Symptom Screening	Establish action steps to care for students and/or staff who arrive ill and do not pass screening.	1	0	0	0	0
1 & 2	MEI 9-REQ: Symptom Screening	Develop plans for backfilling positions of employees on sick leave and consider cross-training opportunities to allow for changes of staff duties as needed.	1	0	0	0	0
9		<b>Total Marks for Scenarios 1 &amp; 2</b>	9	0	0	0	0
		<b>Points Allocated for each tally in this Column</b>	4	3	2	1	0
		<b>Total Points for Scenarios 1 &amp; 2</b>	36	0	0	0	0
<b>Score for Scenarios 1 &amp; 2</b>		<b>4.00</b>					



## Appendix 2-4

### Handling Suspected or Confirmed Positive Cases of COVID-19 Health Requirements

		 <b>COVID-19 Scorecard</b>						
Date: 9-27-20								
Handling Suspected or Confirmed Positive Cases of COVID-19 Health Requirements for Scenarios 1 & 2								
Scenario	Reference	Description of Requirement	100% +	90% +	80% +	70% +	60% +	
	Title of Requirement		4 Points	3 Points	2 Points	1 Point	0 Points	
1 & 2	SCP 1-REQ: Designated Staff Person	Designate a staff person who will be responsible for responding to COVID-19 concerns (e.g., school nurse) and will help coordinate with local health authorities regarding positive COVID-19 cases. All school staff and families should know who this person is and how to contact them.	1	0	0	0	0	
1 & 2	SCP 2-REQ: Self Reporting by Families	Put systems in place to allow staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable law and privacy policies, including with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	1	0	0	0	0	
1 & 2	SCP 3-REQ: Main Entrance Signage	Post signage at main entrance(s) requesting that people who have been symptomatic not enter the building.	1	0	0	0	0	
1 & 2	SCP 4-REQ: MDH Decision Tree	Follow the MDH Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs to determine when a student or staff member may return to school following illness or COVID-19 testing.	1	0	0	0	0	
1 & 2	SCP 5-REQ: Dedicated Symptom Space	Establish a dedicated space for symptomatic individuals who are waiting to go home. Distinguish this space from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).	1	0	0	0	0	
1 & 2	SCP 6-REQ: Able to Isolate Immediately	Immediately isolate symptomatic individuals in the designated space at school and send them home.	1	0	0	0	0	
1 & 2	SCP 7-REQ: Supervision of those Isolated	Ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away. Both the symptomatic student and the supervising adults should wear a cloth face covering or a surgical mask.	1	0	0	0	0	
1 & 2	SCP 8-REQ: Cleaning and Disinfecting	Implement cleaning and disinfecting procedures following the COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs	1	0	0	0	0	
1 & 2	SCP 9-REQ: Transport- Ill Student/Staff	Develop a plan for how to transport an ill student or staff member home or to medical care.	1	0	0	0	0	
1 & 2	SCP 10-REQ: MDH Notification	Notify MDH of confirmed COVID-19 cases among students and staff.	1	0	0	0	0	
1 & 2	SCP 11-REQ: MDH Notification	Develop systems for notifying staff, families, and the public as needed if a person with COVID-19 was on the school premises while infectious. Do this in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws.	1	0	0	0	0	
1 & 2	SCP 12-REQ: Engagement Strategies	Develop strategies to maintain engagement and offer distance learning activities for students who cannot be physically present in the classroom due to illness or exposure.	1	0	0	0	0	
12			<b>Total Marks for Scenarios 1 &amp; 2</b>	12	0	0	0	0
			<b>Points Allocated for each tally in this Column</b>	4	3	2	1	0
			<b>Total Points for Scenarios 1 &amp; 2</b>	48	0	0	0	0
			<b>Score for Scenarios 1 &amp; 2</b>	4.00				



## Appendix 2-5 Water and Ventilation Systems Health Requirements

<b>Date: 9-27-20</b>		<b>COVID-19 Scorecard</b>							
<b>Water and Ventilation Systems Health Requirements for Scenarios 1 &amp; 2</b>									
Scenario	Reference	Description of Requirement	100%	90% +	80% +	70% +	60% +		
	Title of Requirement		4 Points	3 Points	2 Points	1 Point	0 Points		
1 & 2	WVS 1-REQ: Ensure Safe Drinking Water	Take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shut down.	1	0	0	0	0		
1 & 2	WVS 2-REQ: Clean/Sanitize Fountains	Clean and sanitize drinking fountains, and encourage staff and students to bring their own water, use cups, or other alternative procedures to minimize use and touching of water fountains.	1	0	0	0	0		
1 & 2	WVS 3-REQ: Building Air Circulation	Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.	1	0	0	0	0		
	WVS 4-REQ: Windows and Doors	Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms, etc.) to students and staff using the facility.	1	0	0	0	0		
1 & 2	WVS 5-REQ: Portable Air Circulation	If portable ventilation equipment like fans are used, take steps to minimize air from them blowing from one person directly at another person to reduce the potential spread of any airborne or aerosolized viruses.	1	0	0	0	0		
	5	<b>Total Marks for Scenarios 1 &amp; 2</b>	5	0	0	0	0		
		<b>Points Allocated for each tally in this Column</b>	4	3	2	1	0		
		<b>Total Points for Scenarios 1 &amp; 2</b>	20	0	0	0	0		
	<b>Score for Scenarios 1 &amp; 2</b>		4.00						



## Appendix 2-6 Transportation Health Requirements

<b>Date: 9-27-20</b>		<b>COVID-19 Scorecard</b>							
<b>Transportation Health Requirements for Hybrid and in-Person Learning Models</b>									
Scenario	Reference	Description of Requirement	100% +	90% +	80% +	70% +	60% +		
	Title of Requirement		4 Points	3 Points	2 Points	1 Point	0 Points		
1 & 2	TRA 1-REQ: Transportation Capacity	Systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distancing. Consider reducing capacity or adding routes to allow for more physical space between riders. See Additional Requirements: Scenario 2, below, for transportation-related requirements specific to Scenario 2.	1	0	0	0	0		
1 & 2	TRA 2-REQ: Required Face Coverings Bus	All persons driving or riding in a school transportation vehicle must wear a face covering. Please reference the Face Coverings section above for additional details. An extra supply of face coverings should be maintained on school transportation vehicles for riders who forget to bring them.	1	0	0	0	0		
1 & 2	TRA 3-REQ: Required Face Coverings Bus	Arrange seating to maintain 6 feet of distance between the driver and all riders.	1	0	0	0	0		
1 & 2	TRA 4-REQ: Clean/Disinfect Buses	Clean and disinfect transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle (e.g., surfaces near the driver's seat, hand seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles) between routes.	1	0	0	0	0		
1 & 2	TRA 5-REQ: Open Doors and Windows	Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.	1	0	0	0	0		
1 & 2	TRA 6-REQ: Transportation Screening	Follow the symptom screening protocol outlined in the Monitoring and Excluding for Illness section, above, for any person entering a school transportation vehicle. Consider the option of a parent/guardian attestation. People must stay home and not board transportation if they are experiencing symptoms of COVID-19 or have been exposed to someone positive for COVID-19.	1	0	0	0	0		
1 & 2	TRA 7-REQ: No Transport for the Ill	Require that people who become ill during the day not use group transportation to return home.	1	0	0	0	0		
2	TRA 8-REQ: Limit Ridership Capacity	Limit the number of people on transportation vehicles to 50% maximum occupancy.	1	0	0	0	0		
2	TRA 09-REQ: Create Maximum Space	Create as much space between riders as possible, recognizing that it is not always feasible to maintain 6 feet of social distancing. Household members may be seated in rows together. Consider reducing capacity or adding routes to allow for more physical space between riders.	1	0	0	0	0		
9		<b>Total Marks for Scenarios 1 &amp; 2</b>	9	0	0	0	0		
		<b>Points Allocated for each tally in this Column</b>	4	3	2	1	0		
		<b>Total Points for Scenarios 1 &amp; 2</b>	36	0	0	0	0		
<b>Score for Scenarios 1 &amp; 2</b>			<b>4.00</b>						

4. MSBA Delegate Assembly

5. **Adjourn**

This meeting will directly follow the Special Meeting. These meetings begin at 4:00 pm.

# 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.