

Committee of the Whole
Tuesday, October 27, 2020 6:00 PM

Online Meeting

Agenda

- 1) Call to Order
- 2) Presentations
 - a. CDD Implementation Updates
 1. Report on CDD Activity Progress
 2. School Bell Time Changes
 - b. COVID-19 Response Planning Updates
 1. October 2020 Family Survey Results
 2. Safe Learning Phases Update
- 3) Adjourn to Special Business Meeting

Report on CDD Activity Progress

October 27, 2020

Updates from August

CDD: Academics Activities - Ongoing from August

Activities	Status	Insights
Revised draft of Advanced Academics Funding Model for K-12	Initiated	
Special Education: Create Final Transition Planning	Initiated	Walkthroughs are taking place, working on integrating Special Education into the lottery process for magnets, working with Placement Team on identifying transition needs for students.
Health Services: Expansion of Mental Health Supports	Initiated	Mental Health Supports manager is hired and started October 19th, added additional mental health supports as part of Phase Two Add On Supports, working on adding additional schools to school based mental health supports and creating that structure, job description for the mental health specialist position has been created and will be posted in November

CDD: ARE Activities - Ongoing from August

Activities	Status	Insights
Equity Professional Development for All Davis Center Staff	Initiated	<p>Began PD on transformative SEL with identified DPFs to support distance learning and curriculum transformation</p> <p>Continued development of plan for non-licensed staff with representative from OBSA, Indian Ed, Engagement, Equity and Multilingual.</p>

CDD: Communications Activities - Ongoing from August

Activities	Status	Insights
Create/Distribute School Recommendations for Families Who Are Moving Schools	Active/In process	One-pagers done; working with Placement to communicate with families in September
Create Communication Around Enrollment Season	Active/In process	
Summer Home Visits	N/A	Unsafe to do home visits with COVID; will consider working with schools/principals for future

CDD: Human Resources Activities - Ongoing from August

Activities	Status	Insights
Assistant Principal Allocation Revisions	Initiated	In progress. Will be complete for 2021 BTO
Partner With Unions to Identify Required Changes	Initiated	In progress. Will be complete for 2021 BTO

Updates from September

CDD: ARE Planned Activities - September Completion

Activities for September Completion	Status	Insights
Professional Development Planning For School /Department Engagement	Initiated	This work continues in conjunction with the Climate Framework
5-year Plan For All Staff On Restorative Practices and Equity Professional Development	Initiated	Additional time in October for collaborations that are needed between departments
School Improvement Plans Created and Entered Into School Improvement Portal- Including Math, Literacy, Engagement and Climate Goals	Completed	Per MDE, School Improvement Plans can include a distance learning focus. Current SEL/Equity strategies serve as climate goals this year
Department Plans Created and Submitted To Accountability Department- Including Alignment To District Priorities and CDD Goals	Not Started	This work is delayed until January in conjunction with the Climate Framework
Specialty School Application Process	Not Started	This work is delayed as additional guidance is needed

CDD: Communications Activities - September Completion

Activities for September Completion	Status	Insights
Enrollment communications	Initiated	Plan created and mid-implementation
Create virtual enrollment fair	Initiated	Plan developed to launch virtually on Dec. 5 with open houses at all schools through Jan. 30
Marketing toolkit for schools	Initiated	Working with culturally diverse marketing firm to provide marketing assets and easy how-to's to schools
Online registration tool	Initiated	Hope to be in testing soon with new higher-grade online user experience for school requests

CDD: Operations Planned Activities - September Completion

Activities for September Completion	Status	Insights
2021-22 Bell time engagement continues	Initiated	
Final bell time proposal development	Initiated	

Updates from October

CDD: ARE Planned Activities - October Completion

Activities for October Completion	Status	Insights
Community Engagement - Input on Draft Belief Statements	Initiated	Engaged steering committee, task forces, family engagement staff and youth engagement specialists. Formal engagement with community based organizations identified by steering committee, as well as staff and students beginning.
School Improvement and Department Plans for first quarter - update	Initiated	School Improvement team members are in the process of meeting with each school's leadership team to check in on progress toward SIP goals

CDD: Communications Activities - October Completion

Activities for October Completion	Status	Insights
CDD Fair/Fresh Look Fair	Initiated	This is a continuing project to provide schools a platform to attract new students and families

CDD: Human Resources Planned Activities - Oct. Completion

Activities for October Completion	Status	Insights
Magnet Principal Hiring	Completed	
Fall Staffing Adjustments	Completed	

CDD: Operations Planned Activities - October Completion

Activities for October Completion	Status	Insights
2021-22 Bell time engagement continues	Initiated	School community engagement for feedback on considerations due by Oct 16 from schools
Final bell time proposal development	Initiated	October 27 Committee of the Whole presentation

Questions

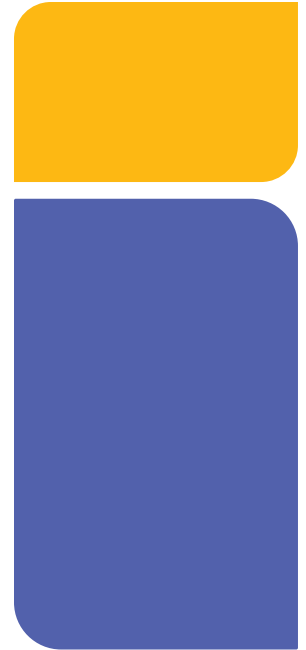
Bell Time

Recommendation

SY 2021-22

MPS Board of Education Presentation

October 2020



In this presentation, we'll cover...

- Why a new bell time schedule is recommended
- Financial impacts of the current schedule
- Bell time schedule project goals
- Engagement sessions and feedback
- Benefits and challenges of the proposed bell time schedule

Comprehensive District Design Implementation

What we know.

Through the planning and feedback phases of the CDD, it was brought to light that our current bell time schedule limits student participation in afterschool activities.

Participation in afterschool activities is shown to increase academic achievement, making this a vital and necessary opportunity for many of our students.



Our Goal.

The goal of this project is to aligning bell time schedules across MPS to provide more **equitable access** to all programming and more **efficient use** of resources.

Survey Data

EDIA Survey

42%

Families said they look for a school that provides transportation that meets their needs

CDD Survey

82%

of respondents placed after-school programming as either a high or medium priority

Governing Board Policies

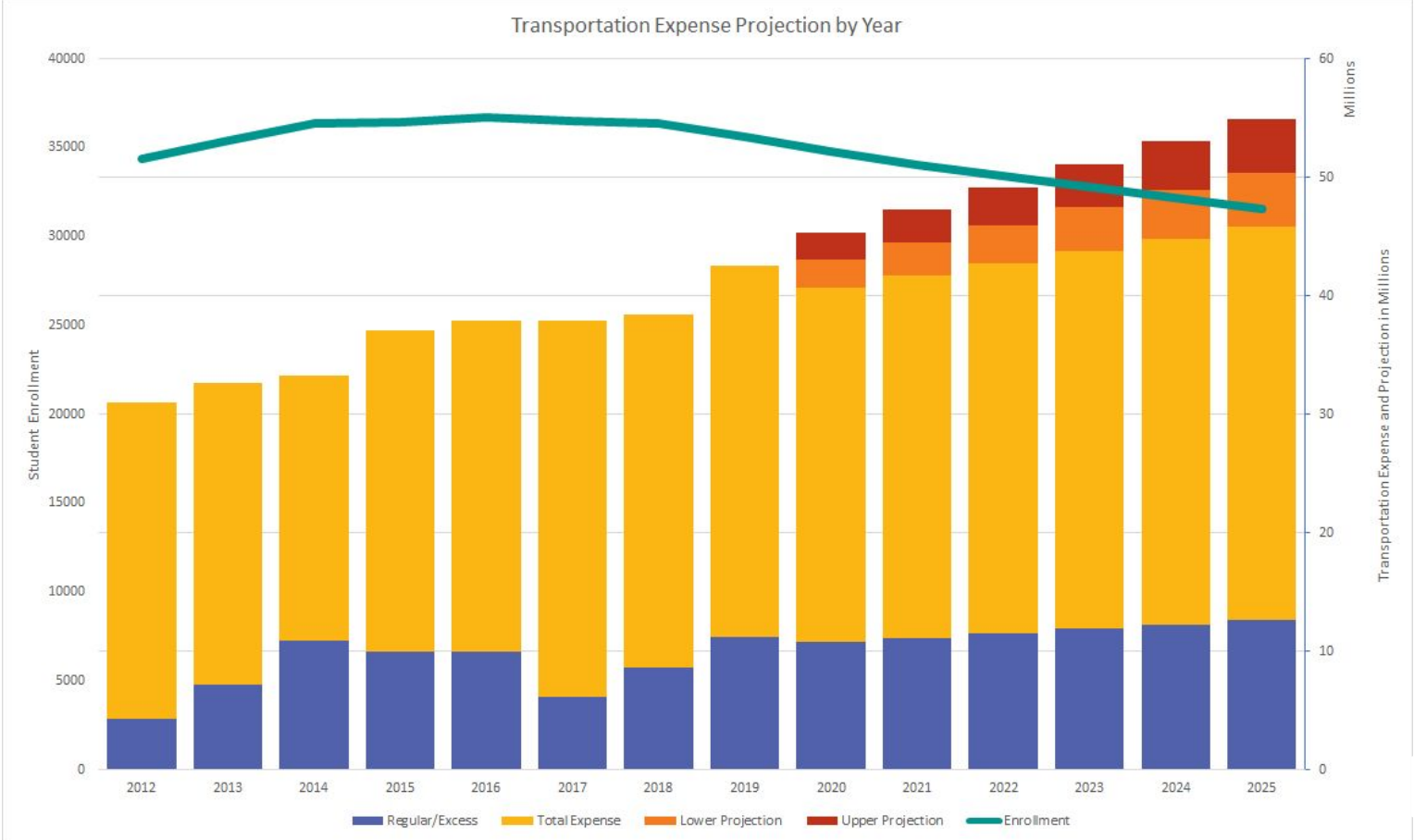
Policy 1304: Equity and Diversity

“Every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed...”

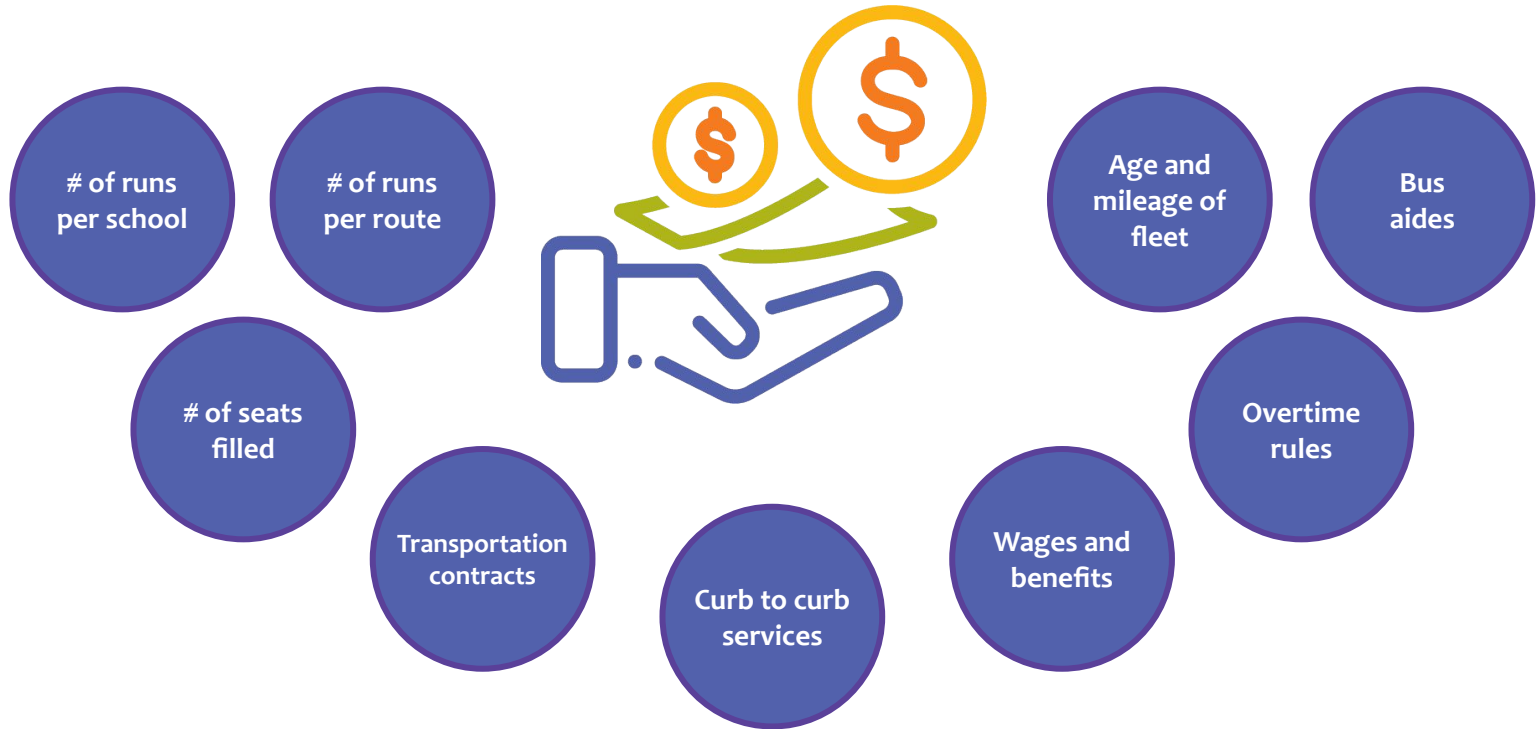
Policy 6132: School Day

“The length of the school day and the hours of opening and closing sessions shall be determined by the Minneapolis Board of Education upon recommendation of the Superintendent...”

Rising Transportation Costs & Decreasing Enrollment



Cost Drivers



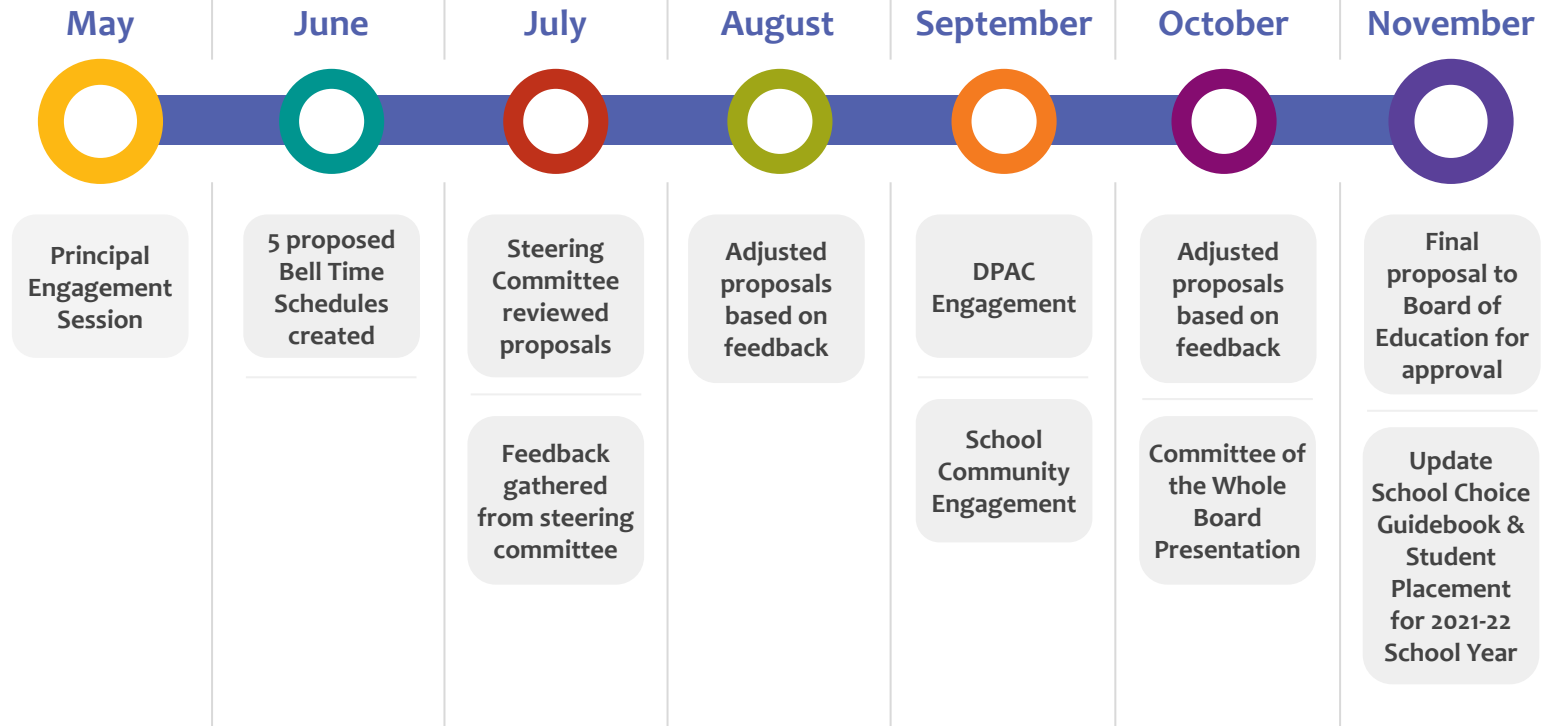
Project Goals

- 1. Increase participation in after-school programming**
 - 32% of elementary school students in programs last school year
 - 34% of middle school students in programs (including athletics)
- 2. Reduce transportation costs**
 - Reduce regular education routes, creating a cost savings
 - Return savings to schools
 - Special education and HHM busing costs managed through internal processes
- 3. Improve on-time arrivals**
 - Approximately 72% of MPS-serviced routes arrived early or on-time in the 2019-20 school year

Potential Savings and Impact

- A new bell time schedule has potential to reduce the number of routes by as much as 25%
 - Currently 156 regular education routes
 - Proposed bell time schedule modeled at 112 regular education routes
- Every route costs approximately \$120,000/year
 - Costs includes bus driver, fuel, maintenance and bus
- Less complex transportation routes positively impact bell times, driver shortage, access to after-school programming and on-time arrivals (and other service levels).

Engagement Timeline



School & Public Engagement

- Steering Committee Engagement
- [School Community Engagement Presentations](#)
 - Principals were asked to facilitate a meeting with their school community
 - Presentation narrated in English, Hmong, Somali & Spanish was provided
 - Meetings held between September 28 - October 15
 - Received feedback from 16 schools, including Family Liaisons, Student Government & Athletic Directors
- [Family Resource Video](#)
 - Shared on Facebook & Twitter
- [Transportation Bell Time Schedule Website](#)
 - Narrated presentations
 - Project details and additional resources
 - Steering Committee Meetings

Engagement Feedback

Feedback we've heard	In practice, this would look like:
Improve on time arrivals at schools	<ul style="list-style-type: none">● A bell time schedule with enough recovery time between runs● Continue to leverage Synovia and Here Comes The Bus as part of Transportation technology improvement
Increase after-school program participation	<ul style="list-style-type: none">● An earlier end of the school day to aid staffing and student participation
High school end times that allow students to participate in after-school activities, athletics, work opportunities and other family responsibilities	<ul style="list-style-type: none">● Keeping high schools at current start and end times
Create a bell time schedule informed by adolescent sleep research with high schools starting later	<ul style="list-style-type: none">● If high schools started later, then project goal of increasing access to after-school programs for earlier grades could not be reached.● May negatively impact opportunities for older students to engage in after school activities
Elementary schools start between 7:30 a.m. - 8:45 a.m.	<ul style="list-style-type: none">● Shifting to a bell time schedule with 3 morning start times, instead of our current 5 start times, so all schools in session by 9:15 a.m.

Engagement Feedback

Feedback we've heard	In practice, this would look like:
Have all schools in an area or along a pathway start at the same time	<ul style="list-style-type: none">● Adding additional buses and routes, which increase transportation costs● Hiring additional bus drivers although there have been industry wide bus driver shortages
Have middle schools start at the same time as high school	<ul style="list-style-type: none">● Elementary schools take place of late-starting middle schools in order to maintain a balanced schedule.● To meet project goal of equitable access to after-school activities, schools with high percentage of FRL and SOC will have earlier start times.
Consideration of additional morning programming for late start elementary schools	<ul style="list-style-type: none">● Developing programming and recruiting staff and students● Expanded morning routes, which would increase transportation costs and may negatively impact on-time arrivals
Review of current Mpls Kids sites to ensure greatest needs are being met in a particular area of the district.	<ul style="list-style-type: none">● Recruiting staff members to lead Mpls Kids and identifying funding● Changes to Mpls Kids is outside of scope of project
Improve the accuracy of student ridership on buses	<ul style="list-style-type: none">● Continue Transportation technology improvement work for data accuracy

Engagement Feedback

Feedback we've heard	In practice, this would look like:
<p>Concern about recruiting students to city-wide magnet schools at 7:30am start time due to early start and possible long bus ride time.</p>	<ul style="list-style-type: none">● Currently MPS has magnet schools that start at 7:30am. Hiring additional bus drivers although there have been industry wide bus driver shortages
<p>Have all city-wide magnet schools start at same time as middle schools.</p>	<ul style="list-style-type: none">● By combining these schools together on a single tier, it would require more buses on the road at a single tier reducing the cost savings of the proposed bell time schedule.● There would be a need for more drivers to support this schedule despite industry wide bus driver shortages.
<p>Concern about schools shifting start times</p>	<ul style="list-style-type: none">● To draft a bell time schedule with minimal time shifts would undermine the intention of the project and would conflict with the project goals of increased equitable access to after-school activities and cost savings.
<p>Align K-8 schools with middle schools</p>	<ul style="list-style-type: none">● By combining K-8 and middle schools, it would require more buses on the road at a single tier reducing the cost savings of the proposed bell time schedule.● There would be a need for more drivers to support this schedule despite industry wide bus driver shortages.

Bell Time Schedule Comparison

Current Schedule				
8 x Elementary 2 x K-8	6 x Elementary 1 x Middle 7 x High	9 x Elementary 4 x K-8 2 x High	5 x Elementary	5 x Elementary 1 x K-8 7 x Middle
→	→	→	→	→
7:30 a.m.	8:05 a.m.	8:40 a.m.	9:10 a.m.	9:40 a.m.

Proposed Schedule				
2 x Elementary 4 x Magnet K-5 2 x Magnet K-8	7 x Elementary 1 x Magnet K-5 4 x High	3 x Elementary 6 x Middle 2 x Magnet Middle 4 x High	9 x Elementary	7 x Elementary 3 x Magnet K-5
→	→	→	→	→
7:30 a.m.	8:05 a.m.	8:40 a.m.	9:10 a.m.	9:30 a.m.

Proposed Schedule - Benefits & Challenges

Under this model, 37 elementary & middle schools would shift bell times			
9 Schools	12 Schools	15 Schools	10 Schools
No change	+/- 10-35 min change	+/- 40-65 min change	+/- 70-120 min change
		Middle schools make up the bulk of these changes to align them with HS	

Proposed Schedule - Benefits & Challenges

Benefits

Aligns Middle schools with High school start times

Greater ability to provide after school enrichment at Middle schools with an earlier start time

Schools with high percentages of FRL and students of color have earlier start times for greater access to after school programming

Increase on-time arrivals at school and home

Provides greatest amount of additional potential savings by reducing number of routes to 112

Challenges

Creates a late release for those elementary schools shifted to last tier with a potential for lower participation in afterschool programs

37 out of 49 Elementary & Middle schools would have changes made to their start and end times

Implementation of the bell time schedule may require small shifts in start times to ensure modeled routes work. School are not expected to change tiers during implementation.

Discussion

School	Proposed Bell Times				Current Bell Times			School Demographics		
School Name	Proposed Tier	Proposed AM Bell	Proposed PM Bell	Minutes Changed	Current Tier	Current AM Bell	Current PM Bell	School Level	School SOC	School FRL
BRYN MAWR	1	7:30	2:00	-70	3	8:40	3:10	ES	89.2%	82.3%
EMERSON	1	7:30	2:00	0	1	7:30	2:00	CITYWIDE K5	73.5%	57.4%
HALL	1	7:30	2:00	0	1	7:30	2:00	CITYWIDE K5	79.1%	71.5%
JEFFERSON	1	7:30	2:00	-120	5	9:30	4:00	CITYWIDE K8	70.7%	66.8%
LUCY LANEY	1	7:30	2:00	-70	3	8:40	3:10	ES	87.3%	84.2%
SHERIDAN	1	7:30	2:00	0	1	7:30	2:00	CITYWIDE K5	76.5%	67.8%
SULLIVAN/ANISHINABE	1	7:30	2:00	-70	3	8:40	3:10	CITYWIDE K5&K8	77.3%	71.9%
HMONG	2	8:00	2:30	30	1	7:30	2:00	ES	94.9%	86.5%
ARMATAGE	2	8:05	2:35	35	1	7:30	2:00	ES	23.0%	13.5%
BETHUNE	2	8:05	2:35	-65	4	9:10	3:40	CITYWIDE K5	87.7%	87.5%
CITYVIEW	2	8:05	2:35	0	2	8:05	2:35	ES	86.9%	85.0%
JENNY LIND	2	8:05	2:35	35	1	7:30	2:00	ES	83.6%	76.2%
NELLIE STONE JOHNSON	2	8:05	2:35	0	2	8:05	2:35	ES	94.5%	90.4%
PILLSBURY	2	8:05	2:35	35	1	7:30	2:00	ES	71.3%	69.0%
PRATT	2	8:05	2:35	-65	4	9:10	3:40	ES	81.8%	73.7%
WEBSTER	2	8:15	2:45	10	2	8:05	2:35	ES	79.0%	72.6%
MONA MOEDE	2.5	8:20	2:50	0	2.5	8:20	2:50	H5	NULL	NULL
FOLWELL	3	8:25	2:55	-15	3	8:40	3:10	ES	81.8%	78.8%
LORING	3	8:25	2:55	-15	3	8:40	3:10	ES	70.1%	70.5%
LYNDALE	3	8:25	2:55	-15	3	8:40	3:10	ES	82.6%	73.2%
ANDERSEN	3	8:40	3:10	50	1	7:30	2:00	CITYWIDE 6-8	74.3%	67.4%
ANTHONY	3	8:40	3:10	-50	5	9:30	4:00	MS	21.9%	15.4%
ANWATIN	3	8:40	3:10	-50	5	9:30	4:00	MS	78.5%	64.7%
FRANKLIN	3	8:40	3:10	-50	5	9:30	4:00	CITYWIDE 6-8	75.6%	69.5%
NORTHEAST	3	8:40	3:10	-50	5	9:30	4:00	MS	69.3%	64.7%
OLSON	3	8:40	3:10	-50	5	9:30	4:00	MS	88.9%	75.7%
SANFORD	3	8:40	3:10	-50	5	9:30	4:00	MS	41.8%	40.7%
JUSTICE PAGE	3	8:45	3:15	-45	5	9:30	4:00	MS	45.9%	39.2%
BANCROFT	4	9:10	3:40	30	3	8:40	3:10	ES	56.2%	52.5%
BURROUGHS	4	9:10	3:40	0	4	9:10	3:40	ES	10.7%	3.8%
FIELD	4	9:10	3:40	65	2	8:05	2:35	ES	21.5%	9.4%

School	Proposed Bell Times				Current Bell Times			School Demographics		
School Name	Proposed Tier	Proposed AM Bell	Proposed PM Bell	Minutes Changed	Current Tier	Current AM Bell	Current PM Bell	School Level	School SOC	School FRL
HALE	4	9:10	3:40	100	1	7:30	2:00	ES	21.3%	13.7%
KEEWAYDIN/WENONAH	4	9:10	3:40	-30	5	9:40	4:10	ES	35.8%	36.2%
NORTHROP	4	9:10	3:40	0	4	9:10	3:40	ES	25.8%	19.2%
WAITE PARK	4	9:10	3:40	0	4	9:10	3:40	ES	32.2%	33.3%
WHITTIER	4	9:10	3:40	-30	5	9:40	4:10	ES	85.5%	80.6%
LAKE HARRIET LOWER/UPPER	4	9:15	3:45	-25	5	9:40	4:10	ES	16.8%	4.4%
BARTON	5	9:30	4:00	50	3	8:40	3:10	ES	44.2%	35.1%
DOWLING	5	9:30	4:00	50	3	8:40	3:10	ES	44.1%	34.4%
GREEN	5	9:30	4:00	85	2	8:05	2:35	CITYWIDE K5	78.2%	67.0%
HIAWATHA/HOWE	5	9:30	4:00	60	4	8:30	3:00	ES	31.9%	26.2%
KENNY	5	9:30	4:00	85	2	8:05	2:35	ES	12.6%	3.6%
KENWOOD	5	9:30	4:00	85	2	8:05	2:35	ES	28.4%	20.7%
MARCY	5	9:30	4:00	50	3	8:40	3:10	CITYWIDE K5	66.3%	64.1%
SEWARD	5	9:30	4:00	120	1	7:30	2:00	CITYWIDE K5	57.4%	51.5%
WINDOM	5	9:30	4:00	120	1	7:30	2:00	ES	39.8%	29.6%

Committee of the Whole

October 2020 Family Survey
Results

October 27, 2020



October 2020 Family Survey - Purpose

- To gain an updated understanding of family preferences in order to inform planning for a potential return to in-person learning at some point this school year.
- To gain an updated understanding of family transportation needs for those interested in some form of in-person learning.

October 2020 Family Survey - Distribution

- Survey fielded from October 12-19, 2020
- Survey sent to MPS families via text message and email, and shared on MPS social media
- Survey was provided in English, Hmong, Somali, and Spanish
- Total of 11,294 respondents representing 12,620 MPS students (response rate of 37%)

October 2020 Family Survey - Distribution & Demographics

Race/Ethnicity	N	% of Total
African American	2206	17.5%
American Indian	224	1.8%
Asian	743	5.9%
Hispanic	1415	11.2%
White	8032	63.6%

Area of Minneapolis	N	% of Total
Downtown/University	728	5.8%
North	1317	10.4%
Northeast	855	6.8%
South	4611	36.5%
Southwest	4599	36.4%
Not in Minneapolis	510	4.0%

Learning Format Preferences - Scenarios

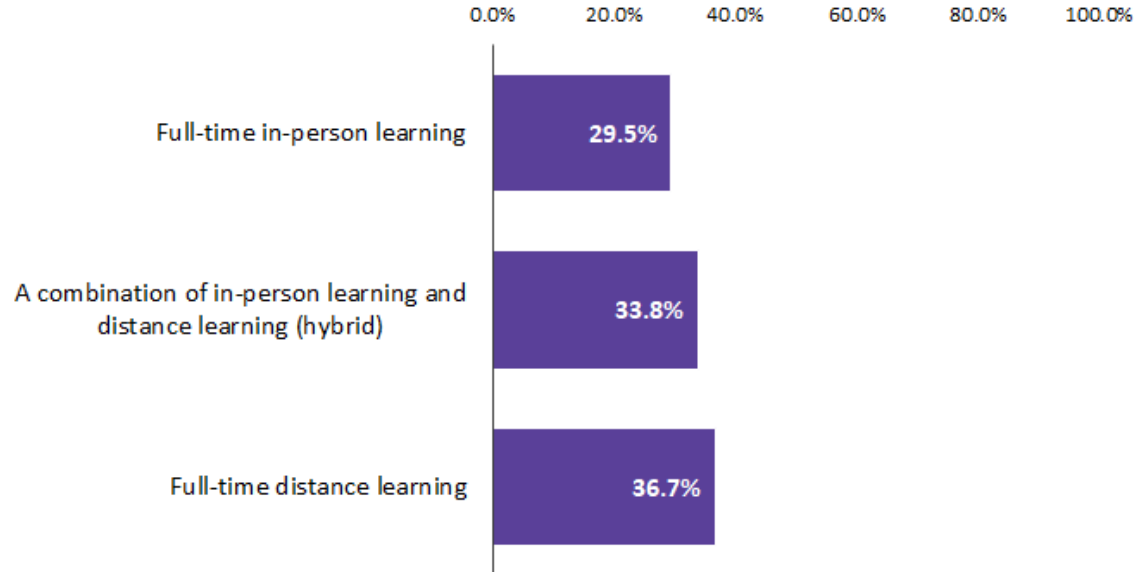
Respondents were asked to indicate which of the following scenarios for learning they would prefer for their child if MPS transitioned to in-person learning:

- Full-time in-person learning
- Hybrid Model (combination of in-person and online learning)
- Full-time distance learning

**Respondents with more than one child in MPS answered this question multiple times*

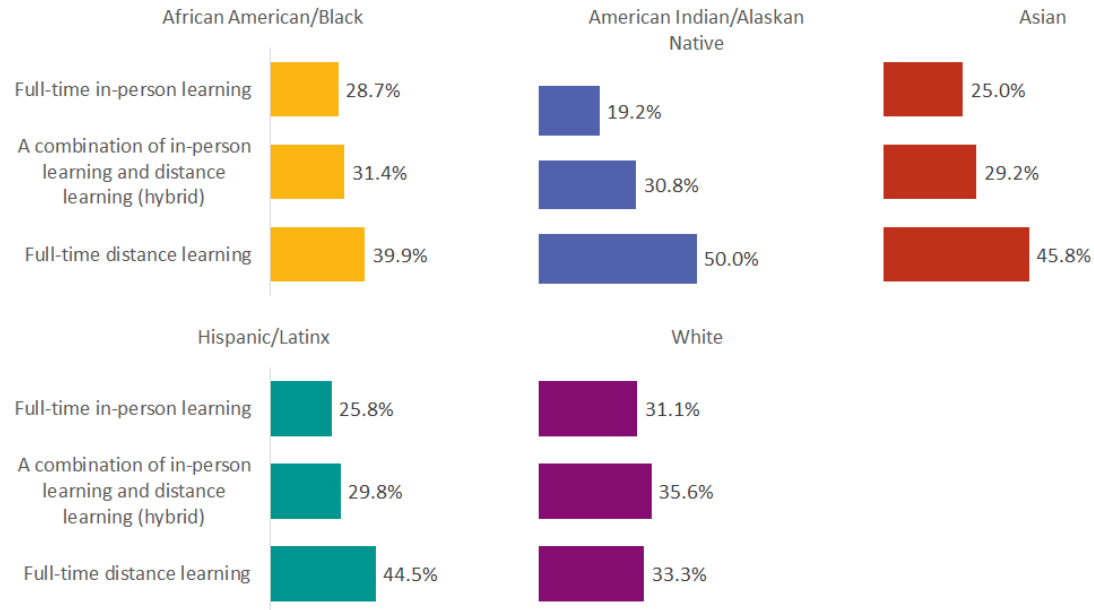
Learning Format Preferences - Scenarios

Overall, a plurality of respondents prefer a full-time distance learning model for their child(ren), followed by a hybrid model. Less than a third of respondents prefer a full return to in-person learning.



Learning Format Preferences - Scenarios

Respondents with children of color and indigenous children were less likely to prefer a full return to in-person learning or a hybrid model than White respondents and more likely to prefer a continuation of distance learning at home.



Learning Format Preferences - Scenarios

Respondents in Downtown, North, Northeast, and South Minneapolis were less likely to prefer a full return to in-person learning or a hybrid model than respondents in Southwest Minneapolis and more likely to prefer to continue distance learning at home.



Preferences - Transportation

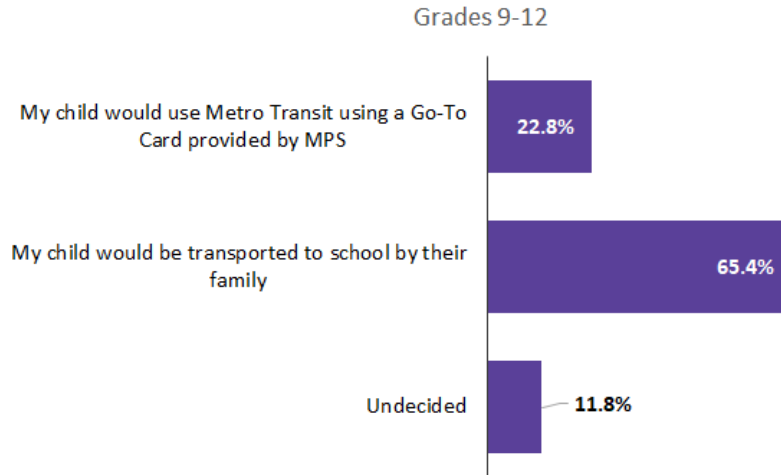
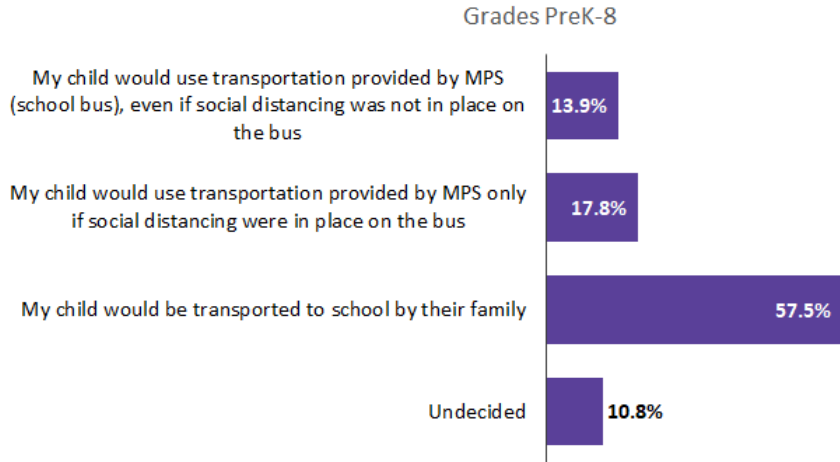
Respondents who indicated that they preferred either full-time in-person learning or a hybrid model were asked about their transportation preferences in the event that students return to in-person instruction:

- Transportation provided by MPS with social distancing guidelines
- Transportation provided by MPS without social distancing guidelines
- Families providing their own transportation for their child(ren)

**These questions were split out into PreK-8 and 9-12.*

Preferences - Transportation

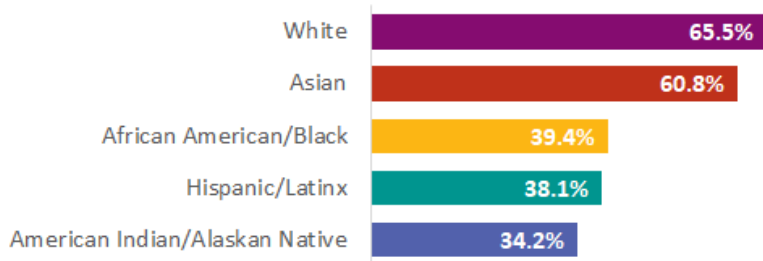
For families who indicated a preference for in-person or hybrid instruction, **most would provide their own transportation for their child(ren)** if students were to return to some form of in-person instruction.



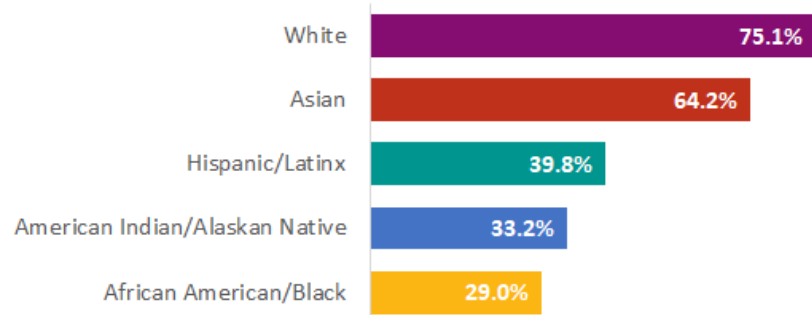
Preferences - Transportation

White and Asian families were most likely to report that they would provide their own transportation for their child(ren).

Percentage that would provide their own transportation for their child: preK-8



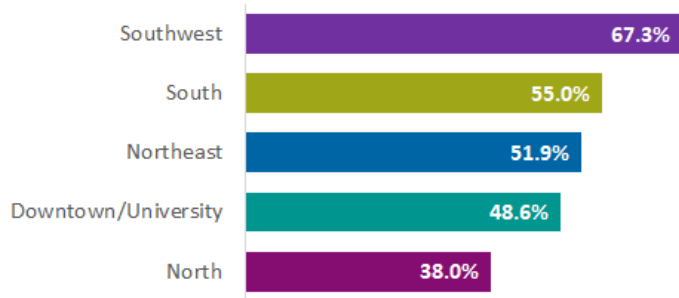
Percentage that would provide their own transportation for their child: 9-12



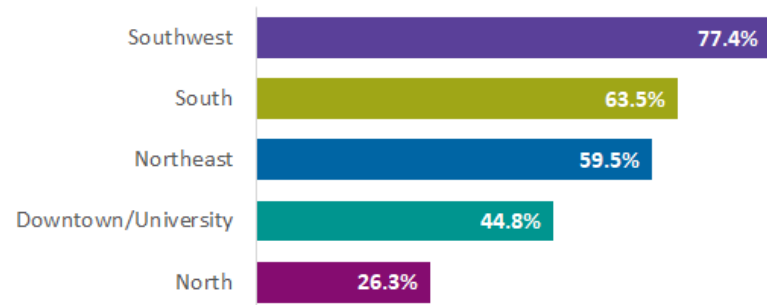
Preferences - Transportation

Families from Southwest Minneapolis were the **most likely** to report that they would provide their own transportation for their child(ren). Families from North Minneapolis were the **least likely** to report that they would provide their own transportation for their child(ren).

Percentage that would provide their own transportation for their child: preK-8



Percentage that would provide their own transportation for their child: 9-12



MPS 5 Phases to Safe Learning

Committee of the Whole Meeting

October 27, 2020

COVID-19 Response Planning

Associate Superintendent Rochelle Cox

Partnership Explanation and Role

Minneapolis Health Department (MHD) will assist Minneapolis Public Schools with:

- Exposure evaluation
- Contact tracing
- Quarantine/isolation recommendations
- Testing events if needed
- Evaluation of whether building closures are recommended

Contact Tracing

Once an MPS staff or student case is identified, MHD and MPS will work together to identify close contacts and follow-up

- MHD staff trained in contract tracing will interview case to get information on contacts
- If case contact information is not available:
 - MHD will use existing tools to get contact information
 - MHD will reach out to health care provider to get information

Contact Tracing (*continued*)

MHD will assist MPS develop communication for families/staff as needed

- Communication for those considered close contacts and exposed
- General monitoring recommendations for those not identified as close contacts

Types of Exposures

Who is a close contact?

- Anyone who spent a cumulative 15 minutes or more within 6 feet of case, regardless of mask use
- Exceptions depend on setting, length of contact, activity
- In certain situations, individuals may have been with case, but not be considered close contacts
 - These individuals may be asked to more closely monitor symptoms without quarantining

-- Close contacts must quarantine and should get tested --

Quarantine/Isolation

- **MHD will help MPS** develop isolation and quarantine timelines for cases and contacts
- **Minimum 10-day isolation** for cases
 - Definition of isolation
- **14-day quarantine for contacts** from last day of exposure
 - Definition of quarantine

Closing Building Guidance

Re-evaluate closing buildings with every exposure

- Consider where in building case occurred and whether closure recommended
- Fomite transmission not seen in data (droplet and airborne in some situations)
- Evaluate building airflow

If a case is reported on a sports team:

- Case and contact investigation will be done in conjunction with the MDH Sports Team
 - May need to develop recommendations for both home and away team
 - Will depend on type of sport, practice vs game, indoor vs outdoor

Health Screenings

- CDC not recommending schools conduct universal screenings for students
- Communication to parents should emphasize importance of monitoring symptoms and keeping children home if any symptoms present
- If MPS institutes a screening policy, it should be done at home
 - Current MN Department of Health checklist:
<https://www.health.state.mn.us/diseases/coronavirus/schools/homescreen.pdf>
 - Also available in Hmong, Somali, and Spanish

Phase 3 Planning Update

Senior Operations Officer Karen DeVet



Turning the dial to Learning Phase 3

- **Students most in need benefit** from academic and other in-person supports
- **Builds on Phase 2 Add-on Supports**
- **Participating educators return to work voluntarily** to provide additional supports; not required
- **Students choose to participate**; not required
- **Youth enrichment programming** through Community Education also included
- **Health and safety protocols** based on hybrid model
- **Gradually introduced** during Quarter 2

Phase Transitions

- Dates are for the purposes of planning
- Phase 3 implementation during Quarter 2
 - As safety indicators allow
 - Family and staff readiness
 - November 9 - January 28
- Phase 4 implementation considered for Quarter 3
 - Quarter begins February 1

Discussion