

Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, August 18, 2020

Historic Old Central High School - Board Room, 2nd Floor

215 N 1st Ave E

Duluth, MN 55802

6:30 PM

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Approval of the Agenda**
5. **School and Community Recognition**
6. **Audience**
7. **Reading Communications, Petitions, Etc. - None**
8. **Report of the Superintendent**
 - A. Reports from Student School Board Representatives
 - B. Schedule of Meetings and Events
9. **Report of Standing Committees**
 - A. Policy Committee (*no meeting in August*)
 - B. Monthly Committee of the Whole (*see separate report*)
Board Members in attendance: Durick Eder, Kirby, Loeffler-Kemp, Lofald,
Sandholm, Oswald, Trnka
 - C. HR/Finance Committee (*see separate report*)
10. **Consent Agenda**
11. **Special Resolutions and Action Items**
 - A. Resolution SP-8-20-3754 - Suspension of District Policy During COVID-19 Emergency
Pandemic
 - B. Policy 808 - Covid-19 Face Covering Policy
This policy only requires one reading.
12. **Questions / Other**
13. **Adjournment**

Superintendent's Update

2020-21 SCHOOL YEAR



DULUTH PUBLIC SCHOOLS
RETURN TO LEARN PLANNING

www.ISD709.org/ReturnToLearn

Duluth Public Schools Return to Learn

Overview

We would like to share an update with the board and public with our current COVID planning efforts

We realize that one of the greatest challenges we face is the unknown. Providing individuals with as much current information as possible to answer the questions you have is a top priority at this time. In a dynamic and challenging situation, we appreciate your patience.

Overview Topics

- Return to Learn Website
- District Advisory Committee
- Preliminary Intent and Registration Results
- Technology
- Transportation
- Food and Nutrition
- Tier I Child Care
- Hybrid In-Person
- Hybrid Digital
- Staff Training
- Digital Engagement Week Update

Return to Learn Communication



[General Website](#) – Schools, district home page links

[Frequently Asked Questions](#)

[Videos](#)

[Weekly Updates](#) – Families, Staff

[Social Media](#) – Facebook, Twitter

[Local News Media](#)

State Guidance, Local Input

Duluth Public Schools 2020 Return to Learn Plan

www.ISD709.org/ReturnToLearn

[Governor Walz's Emergency Executive Order 20-82](#)

[MDE Safe Learning Plan for the 2020-21 School Year](#)

[MDE 2020-21 Planning Guidance for Minnesota Public Schools](#)

[MDH 2020-21 Planning Guidance for Schools](#)

- **Family Surveys:** April 2020, [July 2020](#)
- **Staff Surveys:** July 2020 and DFT Teacher Surveys
- **Meetings with leadership:** Teachers, Principals, Administration, Parents
- **Additional Stakeholder Input:** Suggestions from Board

State Guidance, Local Input

MDE Safe Learning Model Guidelines

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

District Advisory Committee

MDE guidance also recommends meeting with a wide variety of stakeholders as they make their initial decision.

We have formed our district advisory committee and met on Monday to provide input on decision making criteria to ensure that district administration continues to secondary criteria as it makes future determinations on model changes.

District Advisory Committee

Our District Advisory Committee is, by its namesake, **advisory** in nature, rather than a decision making body.

We met on Monday and will meet again on Friday morning.

We will share a [decision making input rubric](#) with them at that time that can be utilized for future decision making.

Technology



Devices:

Families will be asked to use available personal devices and desktops for digital learning engagement when students are not at school buildings.

Duluth Public Schools has invested in 1,500 more Chromebooks to be used to maintain 1 device for every 2 students in families, and the District will begin to move towards a 1 to 1 device inventory. Requests for District devices to be used for digital learning will happen at the building level.

Technology



Accessibility:

Duluth Public Schools will be working with *PC's for People* to assist in distributing hot spots to families without access to reliable wi-fi. Hot Spot application information will be shared the week of August 24 for distribution on Sept. 3 & 4.

Community partners and organizations are working to provide more internet accessibility throughout the City of Duluth.

More information will be posted on the District's Return to Learn web pages.

Technology

12



Learning Management Systems (LMS):

Duluth Public Schools will be utilizing educational learning portals during our digital learning.

Elementary:

SeeSaw Learning Management

Seesaw

Secondary:

Canvas Learning Management



Information on how to connect and engage will be coming soon.

Transportation



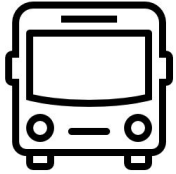
Hybrid Model:

Transportation will be determined based on what cohort (A/B at Elementary & A/B/C/D at Secondary) students are assigned to.

Transportation routes will run similar to times during the last school year, but depending on enrollment, some times may need to be adjusted.

Families will be notified of routes and bus assignments once classes and cohorts have been finalized at the buildings.

Transportation

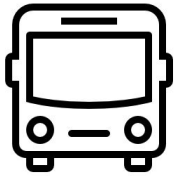


Capacity:

According to the *Stay Safe MN 2020-2021 Planning Guide for Schools*, school buses are limited to 50% capacity for students and a 6 foot distance created between the driver and students.

The District plans will strive to have 1 student per seat, but in certain cases, based on bus route enrollment, 50% capacity may mean students share seats. If this is required, siblings will be encouraged to sit together.

Transportation

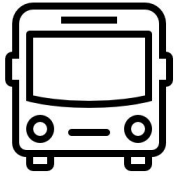


Safety:

According to the *Stay Safe MN 2020-2021 Planning Guide for Schools*, the following safety guidelines will be enforced:

- All persons driving or riding in a school transportation vehicle must wear a face covering (except for medical exemption).
- Clean and disinfect transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle.
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

Transportation

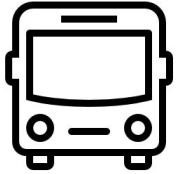


Safety (Continued):

According to the *Stay Safe MN 2020-2021 Planning Guide for Schools*, the following safety guidelines will be enforced:

- 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.
- Students who become ill during the school day will need to find alternate transportation home.
- If a driver becomes sick during the day, they must follow protocols outlined for people who are ill and must not return to drive students.

Transportation



Safety (Continued):

According to the *Stay Safe MN 2020-2021 Planning Guide for Schools*, the following safety guidelines will be enforced:

- Students will fill the bus from back to front and assigned seats may be implemented based on routes and capacities.
- Drivers who observe symptoms on any riders will report observations to the Covid-19 building coordinator.

Food & Nutrition

18



Guidelines:

According to the *Minnesota Department of Education Food & Nutrition Bulletins*, the following guidelines will be followed:

- District Food & Nutrition programs must follow the National School Lunch and National School Breakfast program guidelines.
- This means only students who qualify under the ***Application for Educational Benefits*** are eligible for free lunches. All other students will need to pay through their meal accounts for both in person and distance meals.

Food & Nutrition

19



Safety in Kitchens & Cafeterias:

- Food & Nutrition staff will wear face coverings during meal preparation and distribution..
- Students will follow physical distancing when entering the cafeteria lines and sitting at tables.
- Tables will be sanitized after each student section goes through the cafeteria.
- Food items will be pre-portioned and placed on trays.
- Meal distribution processes will be reviewed regularly and updated as needed.

Facilities



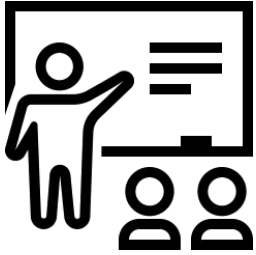
What are the general district cleaning protocols?

- Two times daily cleaning of high touch surfaces.
- Two times daily cleaning of common areas including bathrooms, cafeterias, and gyms.
- Cleaning kits will be provided in every classroom to address daily needs by classroom staff.
- Thorough cleaning of building spaces on a nightly basis as outlined by the CDC and MDH.

A full list of cleaning protocols can be found in the Return to Learn guidance.

Hybrid: In-Person

21



What will in-person learning look like for my child?

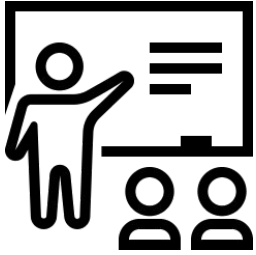
In the elementary, students will be assigned to either group A or B. Each group will attend two days in-person.

In the secondary, students will be assigned to a group that will attend one time per week.

Buildings will communicate your child's group assignment prior to the start of school.

Hybrid: In-Person

22



What will in-person learning look like for my child?

Teachers will focus on relationship building and social-emotional learning at the start of the school year. Students will follow their regular daily schedule. Standards-based instruction will follow our regular pacing guides for each content area.

Differentiated instruction and enrichment learning opportunities are provided to personalize the learning for individual students.

Hybrid: Digital Days

23



What will digital learning look like for my child?

When your student is not in-person, they will be interacting with teachers and content through our digital platforms: Canvas for secondary and Seesaw for elementary.

Teachers will utilize synchronous (at the same time as real-time classroom instruction) and asynchronous (not at the same time) instruction.

All digital content will be loaded for the week.

Distance Learning



What will distance learning look like?

The District is still exploring options based on available staffing. Staff that need accommodations may become “distance learning” teachers. Teachers may have students from across the district on their class list.

Standards-based instruction will follow our regular pacing guides for each content area. Digital teachers will be available to support the learning.

Parents can choose Distance Learning for their child at any time. Please work with your child’s principal if you want to switch models.

Special Services



What will student supports look like for my child in a hybrid model?

It is critical that ISD-709 provide IEP support to students who receive special services. IEP proposals will be amended at the start of the 2020-21 school year to articulate the Hybrid learning plan. This amendment is called the Contingency Learning Plan (CLP). This plan will highlight the options for 3 models of instruction: In-person, Hybrid, and Distance Learning.

IEP teams would determine in person times and virtual learning times for all service providers.

Special Services



What will student supports look like for my child in a hybrid model (cont'd)?

In a hybrid model, secondary special education students would be able to come to school one day for a six period schedule.. The remaining four days would be contacts in a virtual learning format.

In a hybrid model, elementary special education students would be assigned to group A or B, students would attend two days in person three day virtual learning format.

Setting III ASD and DCD district program students would be assigned to group A or B, students would attend two days in person three day virtual learning format.

Staff Training

27



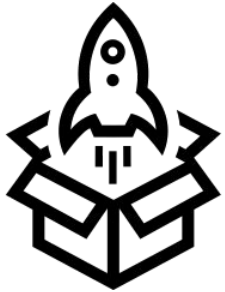
What new learning will staff receive?

As part of an agreement with the MN Dept of Human Rights, all staff will participate in an Implicit Bias training and discussion. Additionally, staff will be learning protocols for health and safety during COVID-19.

Instructional staff will be learning how to use the digital platforms and best practices for delivering instruction online.

Digital Engagement Weeks

28



What will my child be doing during the Digital Engagement Weeks?

From September 8-18, all students will be at home learning. A few topics being presented:

- relationship building activities with teachers and classmates
- learning about COVID-19 hygiene practices
- reviewing Internet safety
- interact with content through use of digital tools

In-person and virtual meetings may take place with teachers. Each building will communicate plans.

Duluth Preschool Hybrid Model

29

Full Day Sessions: 9 students per session (half), AA/BB

Distance Learning on “off” days and Wednesdays

*This model will resume 18 students 5 days/week if we return to full time face to face

Half Day Sessions: 12 students per session, 7:30-1:15, AA/BB. **Distance Learning on “off” days and Wednesdays**

*This model will not change if we resume full time face to face, offering consistency for families and youngest learners.

VPK: Session frequency depends on enrollment. 12 students and under, A/B (2 days/week); 13 or over, A or B (1 day/week). **Distance Learning on “off” days and Wednesdays.**

*This model will resume 3 days per week if we return to full time face to face

Family Advocates will foster connection among small groups of families to decrease isolation.

ECFE HYBRID

30

Early Childhood Family Education will serve 8 families per session in the hybrid model. These 8 families will be split into cohorts, with 4 meeting in person and 4 meeting virtually each week.



Tier I Child Care



Requirements:

Executive Order 20-82 requires that a school district or charter school that operates a hybrid or distance learning model “must provide school-aged care for Eligible Children at no cost during the time those children are not receiving instruction in the school building during regular school hours.”

- The District will be working with our team from KeyZone to plan and implement our child care model, with District staff supplementing the daily operations.

Tier I Child Care

32



Who are Tier I Eligible Families?

Families with at least one parent or guardian working in the following fields not having the ability to be home to care for children through remote work options.

- Healthcare and public health
- Law enforcement, public safety and first responders
- Food and agriculture
- Judicial Branch (essential services)
- National Guard (activated under a Governor Executive Order)
- Educators and school staff providing in-person instruction or caring for children of critical workers
- Child care and school-age care providers

Tier I Child Care

33

Total students requiring CC 883+

Total students needing CC through the fee based plan 1,018

Tier I Child Care



What will Child Care look like this fall and how do I register?

The District is still exploring options based on space and capacity needs. Elementary class lists will be important in order for families to register for the right days. Once class lists are available, KeyZone will rollout registration for Tier I child care to start on Tuesday, September 8.

Estimated timeline for Registration to go public is August 26.

Preliminary Staff Intentions

35

Total Staff Responses: 973

(Includes all departments)

If in Hybrid:

- Plan to return with no restrictions: **751**
- Plan not to return: **24**
- Requesting accommodations: **198**

(This includes but is not limited to physical distancing, personal protective equipment (PPE), schedules, or remote working)

If in Distance:

- Plan to return with no restrictions: **886**
- Plan not to return: **14**
- Requesting Accommodations: **73**

Preliminary Registration Results³⁶

- Total student registration responses - 7,025
- Total hybrid learning selections - 5,582
- Total distance learning only selections - 1,336
- Total students no longer enrolled in ISD 709 - 107

- Total students in need of a device - 1,969
- Total students w/o reliable internet access - 495

*Data as of 8/18/20 9:24am

COVID-19 Board

37


Considerations

- Resolution for Suspension of District Policy during COVID-19
- COVID-19 Face Covering Policy

Superintendent's Update

38

Superintendent's Entry Plan **ISD 60709 Duluth Public Schools**
John Magas
July 21, 2020



Duluth Public Schools are working to inspire every student to achieve their potential and preparing students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

100 Day Entry Plan Update

Draft Update Scorecard

39

I have compiled a draft “100 Day Plan Update Scorecard” to assist the board in monitoring my progress in fulfilling my commitments shared with the board:

[Draft Update Scorecard 08 18 20](#)

| 100 Day Entry Plan Update 08 18 20 | | |
|--|---|--------------------|
| Focus Area | Goals to address challenge | Measuring of Goals |
| <p>Academic Excellence, Part I</p> <p>The primary function of schools is to maximize learning for each student. With the recent Covid closures never has this purpose for planning been more clear</p> | Develop leadership planning teams to construct feasible and engaging learning plans to safely reopen schools in the fall of 2020 for in-person, hybrid, and enhanced distance learning models | |
| | Create a plan for professional learning for the upcoming year that aligns with the delivery models | |
| <p>Academic Excellence, Part II</p> <p>Setting a high bar of achievement, removing barriers to success, and modeling that we are all life-long learners are critical to creating a culture of academic excellence.</p> | Support Implementation and Monitoring and Curriculum and Instruction teams in the development of recommendations for a guaranteed and viable curriculum | |
| | Begin development of a long-term professional development plan that prioritizes student learning and student well-being, including a system for support and accountability | |
| Focus Area | Goals to address challenge | Measuring of Goals |
| <p>Equity</p> <p>Educational equity has been the driving force throughout my entire career. Finding systemic ways of increasing our capacity to meet each students' learning and social emotional needs and courageously challenging and changing structures that demand improvement is vital to the success of the district and community.</p> | Review the Implementation and Accountability Plan for the existing Education Equity Framework and consider next steps for revision and implementation | |
| | Complete an analysis of district policies, procedures and practices and use the results to create a prioritized revision plan utilizing the Equity Framework and resources such as the | |

| | | |
|--|--|---------------------------|
| | Tool for Equity Accountability | |
| | Conduct a review of district behavioral practices and plans to ensure the ongoing implementation of current best practices in all Duluth Public Schools | |
| | Launch dialog sessions with high school student groups to discuss issues of equity, race, and power | |
| Focus Area | Goals to address challenge | Measuring of Goals |
| <p>Cohesive Leadership Teams</p> <p>Cohesive, aligned leadership teams are essential to district success. A great board provides support, focused feedback and clarity of direction through proper governance for great district leaders. Great district leaders support and improve great principals. Great principals support and improve great teachers. Great teachers support and improve the efforts of our outstanding students.</p> | Improve practices of hiring and consider next steps for improving onboarding of new leaders at all levels | |
| | Propose, plan and participate in a board retreat focused on governance, process/communication protocols, superintendent goal setting and evaluation, as well as planning for ongoing next steps | |
| | Conduct a district self assessment of supports for instructional leadership and prioritize steps to implement a principal support framework | |
| | Align district leadership entry plan efforts through a cabinet professional book study on 100 Day Leadership by Reeves and Eaker | |
| Focus Area | Goals to address challenge | Measuring of Goals |
| <p>Continuous Improvement</p> <p>The constant drive to do better or create better outcomes impacts nearly every decision. We will utilize tools for root cause analysis,</p> | Review current student achievement and behavior data as well as previous continuous improvement plans to identify interim measures of success for our schools and district for the 2020-21 school year | |

| | | |
|---|---|--|
| <p>plan/do/study/act cycles of inquiry, and best practices of implementation and monitoring, all of which will increase our understanding and ability to adapt.</p> | <p>Conduct an initiative audit as well as begin exploration of improvement science based processes for implementation and monitoring</p> | |
| | <p>Investigate initial steps for strategic, fiscally responsible allocation of limited resources within the budgeting process</p> | |
| | <p>Re-examine previous boundaries and study efforts with the board and discuss potential next steps</p> | |
| | <p>Explore options for strategic planning to begin in late fall or winter of the 2020-21 school year that include broad stakeholder input</p> | |

DULUTH PUBLIC SCHOOLS ISD 709
SCHEDULE OF MEETINGS AND EVENTS

All meetings are scheduled at Historic Old Central High School, 215 N 1st Avenue East, unless otherwise noted.

Subject to change: Due to the declared health pandemic, and the declared state of emergency in the City of Duluth, and pursuant to Minnesota Statute 13D.021.

The August regular school board meeting will be held in person, but there will not be a public presence allowed in the boardroom.

Public comment for the regular school board meeting on August 18, 2020 may be submitted to public.comment@isd709.org (email comments must be kept to three minutes when read aloud), or recorded by calling 218-336-8730 no later than Monday, August 17th by 4:00 PM. The public is encouraged to watch Board meetings online at www.isd709.org/district/school-board and live on cable channel 187. There will NOT be a viewing room set up at HOCHS. Thank you for your understanding.

August 17-21, 2020

| | | | |
|---------|-----------------|-----------|--|
| Tuesday | August 18, 2020 | 6:30 p.m. | Regular School Board Meeting* IN PERSON / NO AUDIENCE Live Streamed on YouTube and cable channel 187 Board Room |
|---------|-----------------|-----------|--|

August 24-28, 2020

No meetings scheduled at this time

August 31- September 4, 2020

| | | | |
|----------|-------------------|-----------|---|
| Tuesday | September 1, 2020 | 4:30 p.m. | Monthly Committee of the Whole To Be Determined |
| Thursday | September 3, 2020 | 4:30 p.m. | Policy Committee To Be Determined |

September 7-11, 2020

| | | | |
|---------|-------------------|-----------|---|
| Tuesday | September 8, 2020 | 4:30 p.m. | HR/Finance Committee To Be Determined |
|---------|-------------------|-----------|---|

September 14-18, 2020

| | | | |
|---------|--------------------|-----------|--|
| Tuesday | September 15, 2020 | 6:30 p.m. | Regular School Board Meeting* To Be Determined |
|---------|--------------------|-----------|--|

September 21-25, 2020

No meetings scheduled at this time

**If a Regular School Board meeting is cancelled and cannot be held on the regularly scheduled date listed above, due to weather or unforeseen circumstances, it will be held the very next day at the same time and location.*

Office of the Superintendent
August 14, 2020

Temporary Suspension of District Policy during COVID-19 Emergency Pandemic

WHEREAS, the 2020 COVID-19 pandemic continues to pose significant challenges for Minnesota's school districts and charter schools as they serve their students, families, and communities.; and

WHEREAS, Governor Walz authorized through various Executive Orders for the Minnesota Department of Education, the Minnesota State Board of Education, and other State executive departments to provide for waivers of State laws and rules that were interfering with the response to the state of emergency; and

WHEREAS, the Minnesota Department of Health and the Centers for Disease Control and Prevention have released new directives and guidelines regarding the COVID-19 pandemic, which are being updated and modified based on new information and changes in the state of emergency; and

WHEREAS, the school district continues to follow the newly created and ever-changing guidance from the "Minnesota's Safe Learning Plan for the 2020-21 School Year", the Minnesota Department of Health "2020-21 Planning Guidance for Schools", additional instructional guidance by the Minnesota Department of Education and all other state and federal requirements; and

WHEREAS, many new executive orders, changes or modifications in regulations at the state and federal level are intended to be temporary; and

WHEREAS, school district policies may not address or may be in conflict with district Covid-19 implementation of all school district educational and operational planning models;

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 709 as follows:

All board policies, regulations, and administrative procedures may be suspended in whole or in part to the extent that any policy or procedure of the district conflicts with new state and federal guidance, laws, or requirements relating to Covid-19 and the scenario and planning guidance created by the district to implement educational and operational models.

The Superintendent will provide to the School Board regular updates pursuant to this resolution.

This resolution will continue until the Governor declares the end of the state of emergency or when the school board rescinds the resolution in whole or in part.

808 COVID-19 FACE COVERING POLICY

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

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

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

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. Paper or disposable mask;
 - 2. Cloth face mask;
 - 3. Scarf;

4. Neck gaiter;
 5. Bandana;
 6. Religious face covering; and
 7. Medical-grade masks and respirators
- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

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

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

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.

- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct as written in the student/family handbook.
- F. The school district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

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

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

Adopted: 8.18.20 – Only required one reading due to pandemic