

Special School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Monday, August 24, 2020

VIA VIDEO CONFERENCE

Google Meet

Duluth, MN 55802

5:00 PM

1. **Call to Order**
2. **Roll Call**
3. **Return to Learn Update**
 - A. Action, If Any, Related to the Return to Learn Update
4. **Adjournment**

2020-21 SCHOOL YEAR



DULUTH PUBLIC SCHOOLS
RETURN TO LEARN PLANNING

www.ISD709.org/ReturnToLearn

2020 Return to Learn

Return to Learn Model Update

August 24, 2020

District Specific Model Selection

Following MDE and MDH guidance, districts must use the statistical guidance above as our primary consideration. They are then to consider stakeholder input and district specific strengths and challenges as secondary considerations as they decide upon the model best meets the needs of the current situation.

Districts must be prepared to implement all three models throughout the year. It is also possible that the intended initial model could change prior to the start of the year, or that the model must changed very quickly based on changing safety factors.

Planning for 3 Scenarios



In-Person



Hybrid



Distance

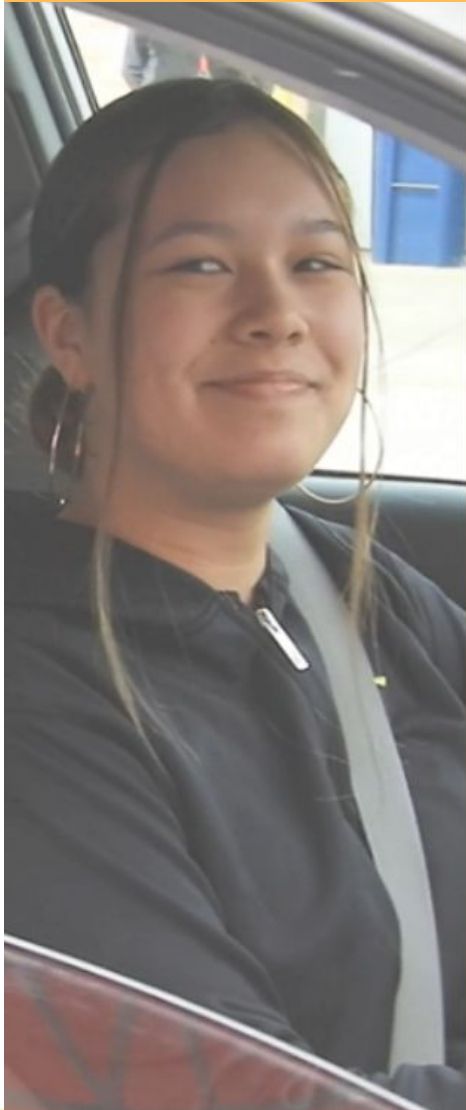
- **In-person learning:** All can attend school in person
- **Hybrid learning:** Combination of in-person and distance learning.
- **Distance Learning 2.0:** Students learning through digital platforms

We will offer a distance learning model to all families who choose not to attend in-person learning following state guidance. We may also use different scenarios at different levels at the same time based on needs.

District Advisory Committee

MDE guidance also recommends meeting with a wide variety of stakeholders as they make their initial decision. To meet this expectation, we have formed a district advisory committee to provide input on decision making criteria to ensure that district administration continues to look at these secondary criteria as it makes future determinations on model changes.

2020 Return to Learn



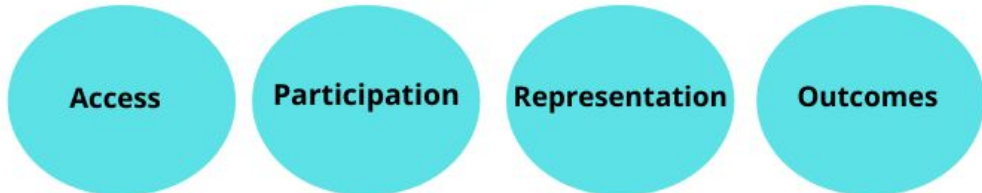
ISD 709

Guiding Principles

FOR RE-OPENING SCHOOLS

- 1 Ensure the safety and wellness of students and staff
- 2 Deliver high-quality instruction to students, regardless of delivery model
- 3 Equity: Ensuring all means all
- 4 Optimize use of resources (space & materials)
- 5 Community and stakeholder engagement in plan development

Equity Criteria:



ISD709.org/Equity

District Advisory Council Input Rubric

District Advisory Committee Input

- In general, respondents agree the hybrid/hybrid model addresses safety of students and staff, but several expressed concerns on data trends
- Results are mixed regarding the ability of the model to deliver high-quality instruction to students in part because resources are stretched to provide state mandated emergency childcare.
- Respondents agree the model meets district equity criteria of access, participation, representation and outcomes. Comments regarded access to technology (which is being addressed).
- The ability of the plan to optimize use of resources was mixed, again in part related to ability to provide emergency childcare and hybrid/hybrid.
- Respondents agree the district is working to engage community and stakeholders in plan development.

2020 Return to Learn

Recommendation for a Shift In Model Based on Needs

*Based on the safe learning guidelines, we are recommending an initial model of **elementary hybrid and secondary distance learning.***

We are committed to this model through the first quarter of the 2020-21 school year, barring any major increase in COVID rates

Rationale

District Advisory Committee Considerations (Repeated)

- In general, respondents agree the hybrid/hybrid model addresses safety of students and staff, but several expressed concerns on data trends
- Results are mixed regarding the ability of the model to deliver high-quality instruction to students in part because resources are stretched to provide state mandated emergency childcare.
- Respondents agree the model meets district equity criteria of access, participation, representation and outcomes. Comments regarded access to technology (which is being addressed).
- The ability of the plan to optimize use of resources was mixed, again in part related to ability to provide emergency childcare and hybrid/hybrid.
- Respondents agree the district is working to engage community and stakeholders in plan development.

Childcare Needs

Parent results from our recent survey showed over 1,000 students may need child care. We simply do not have space to run hybrid well at both the elementary and secondary levels along with childcare. We investigated a wide variety of options for additional space, including rental of facilities to purchasing of portable classrooms. None of these options can be effectively put in place for the start of the school year to support the needs of learning and childcare in this mode.

The state has made it clear that childcare must be the overriding priority. Moving to a hybrid / distance model gives us the space we need along with the paraprofessionals and others that will be needed for support.

Focus on Quality Distance Learning

This choice allows us to focus on providing high-quality distance well, as opposed to trying to do three things at the same time as the start of the year.

In a secondary hybrid mode, due to subject specific needs, teachers would be responsible for teaching hybrid in-person, hybrid remote, and distance learners all in the same time frame.

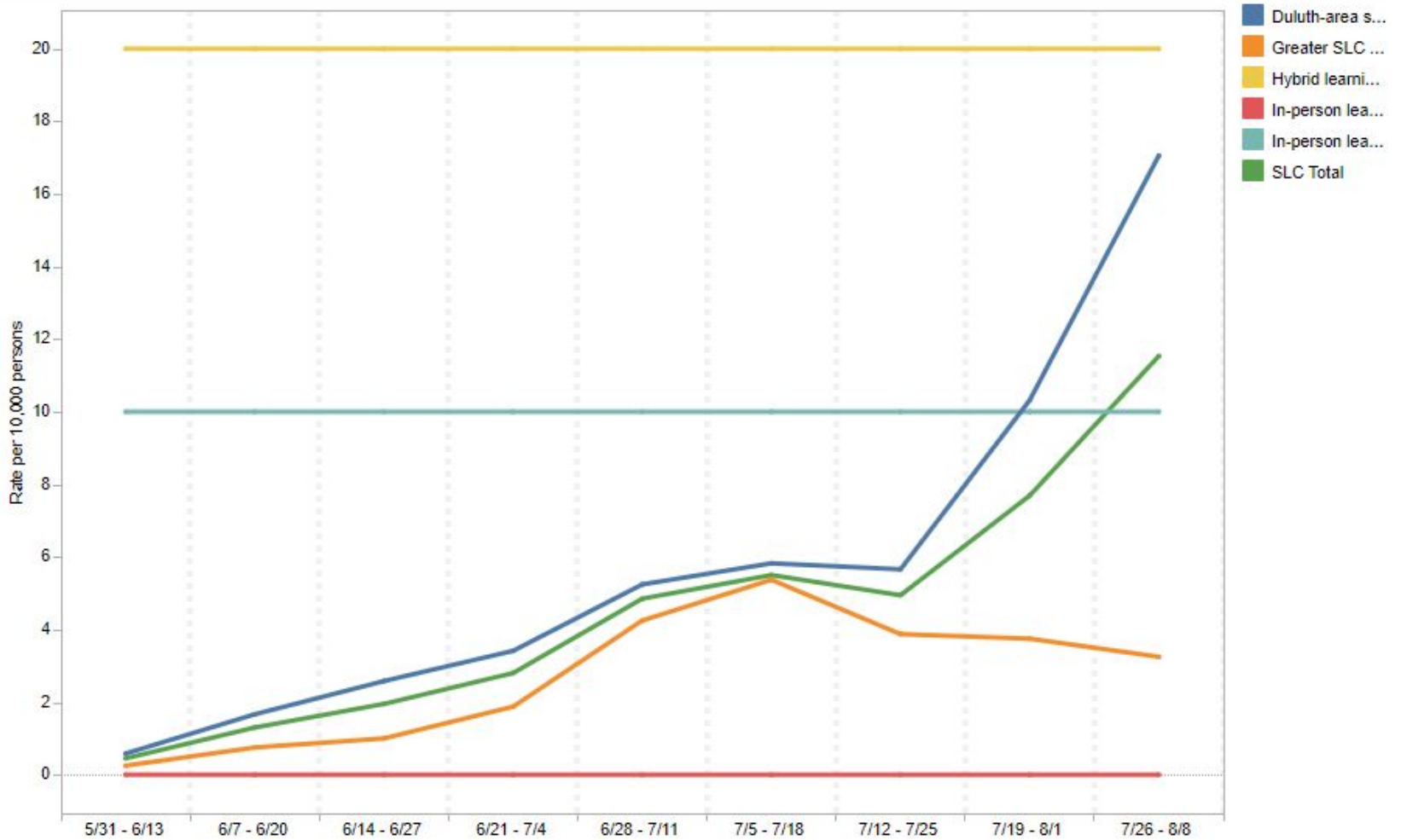
As capacity for serving secondary students in a distance model increases, a hybrid structure with quality for all learners will be possible.

State Guidance, Local Data

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

2020 Return to Learn



Last update: 8/21/2020: 8:30 AM

What changes will you see based on this shift in model?

- Develop opportunities for in-person support
- Technology - Increased capacity
- Athletics
- Childcare



Distance Learning 2.0

- Learning from home
- Significantly improved over spring emergency model
- Investments in devices for students
- Working to provide internet accessibility through hotspots
- Elementary platform: SeeSaw
- Middle & High School platform: Canvas
- Create high quality, engaging learning, tailored to individual student needs
- More interaction with teachers and classmates



Additional Resources

www.ISD709.org/ReturnToLearn